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ABSTRACT

This manual offers assistance for those working with adult, English-as-a-Second-Language (ESL) learners who have been long-time residents of Australia. Two specific units of instruction concentrate on past experiences and health concerns for the learners. Unit 1 focuses on past experiences and Unit 2 on health. Various learning approaches are described: whole word recognition versus phonics; psycholinguistic approach to reading; language experience approach; process, genre-based, and composition-based writing approaches; and general language development. Sample programs are described, and worksheets used are included for reference. Each unit contains an introduction, contents list, teachers notes with worksheets, readings, and resources at three experience levels. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (NAV)

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Adult Education in
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ED 389 235

A Time to Learn

Units 1 & 2

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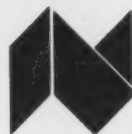


A Time to Learn

Units 1 & 2

***A resource for teachers of
bilingual literacy learners.***

Edited by
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Melbourne, Victoria
1993

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General Introduction

'Theory should be derived from practice.' (Nunan, 1989)

Who are these Materials for?

The term 'ESL Literacy' is generally used in Victoria to describe classes which focus on developing reading and writing skills for adult learners who come from non-English speaking backgrounds and who often have been in Australia a long time. In this publication we also talk about ESL Literacy students or learners.

The publication of these ESL Literacy materials has been funded by the Division of Further Education (now the Adult, Community and Further Education Division) as a Statewide Project in order to provide a resource for teachers who work with ESL Literacy students, especially teachers who are new to this area or who are working in settings with little professional support. The materials aim to introduce ESL experienced teachers to some of the themes and techniques of literacy teaching, and to adult literacy teachers it demonstrates some basic elements of the English as a Second Language classroom. It presents a range of teacher produced materials collected from teachers practising currently in Victoria, either as models that can be adapted or as material that can be used directly in the classroom. It reflects the gaps as well as the achievements of the field.

The idea of ESL Literacy is relatively new. Generally it is only recently that adult literacy teachers and English as a Second Language trained teachers began working together. The synthesis of the two has stimulated some creative adaptation of traditional practice in both disciplines. The field is still developing both in Australia and overseas, and it is premature to advocate any one theory or method. This publication reflects a range of practice and practitioners.

ESL Literacy learners study in many different settings including TAFE colleges, Skillshare, AMES centres, workplaces and community houses. They learn in one-to-one situations and in small or larger groups. Some classes are graded and some are mixed level. Some ESL Literacy students find themselves in general literacy or basic education programs. Others are part of a class of ESL learners without special literacy needs. We have included material that should be helpful to teachers in all these situations.

Who are ESL Literacy Learners?

ESL Literacy learners are characterised by their limited educational experience in their country of origin, ranging from no formal education at all up to a little secondary education. They may be illiterate or partly literate in their first language, with little experience of using print media. The reasons for their lack of schooling vary but usually derive from social factors in the countries they came from - poor rural families; or individual circumstances like sick parents or siblings. Sometimes they come from a society or culture where literacy is not emphasised or which is pre-literate. In societies which offer restricted educational opportunities these tend to be given to boys, not girls, so especially at beginner levels, ESL Literacy learners tend to be women. These materials reflect this. Rapid social change in most countries mean that older immigrants are much more likely to have special literacy needs than younger ones. However, war or refugee experiences have affected the chances of some younger arrivals to get proper schooling.

Secondly, ESL Literacy students have settled in Australia as adults or older adolescents. It seems that the younger the person on arrival, the more likely they are to fit into general adult literacy classes, and not need English as a Second Language instruction. Adult literacy learners who arrived from non-English speaking countries as adults, or even adolescents, will probably benefit from some English as a Second Language instruction as part of their literacy program. Many find their way into a special ESL Literacy class.

From after the post-war period to the 1970s, Australia recruited many immigrants with little education as it was felt they were more suitable for the sorts of jobs available. The converse is true today and recent immigrants are more likely to have a professional education and will benefit from general ESL classes. However, some English as a Second Language students with higher education in a language which doesn't use Roman script, for example from Middle-Eastern countries, may need particular development of the writing skill. ESL teachers working with such students may also find this publication a useful resource.

ESL Literacy students' knowledge of spoken English may be very limited, in the case of new arrivals, or quite fluent. Typically, ESL Literacy learners are long term residents who arrived in Australia more than 5 years ago and in some cases 20 or 30 years ago, and have reached a plateau in their English language development. Their English will be quite adequate to communicate in certain restricted contexts ('factory English'). Such language is often referred to as 'stabilised' or 'fossilised'. Typically, the desire to come to an ESL Literacy class can be seen as a manifestation of a need to extend this range of contexts, provoked for example, by unemployment, retrenchment, retirement or changed family circumstances. In some cases, learners have been recently promoted to positions of responsibility in the workplace (supervisor; foreperson, etc.) and find they now need English reading and writing to carry out their work responsibilities.

ESL Literacy and Long Term Residents

Studies of language acquisition, whether of a child learning their first language or an adult with a second language, describe a process similar to Piaget's model of cognitive development in which language develops through a series of sequential stages as a result of active 'creative' construction by the learner. Theorists now regard errors as universal and as evidence of progression through stages instead of being seen either as 'interference' from the first language, as often stated by teachers; or as the result of poor models, as described by students ('I only picked it up in the factory. Everyone spoke broken English. I never went to class to learn properly.') What the students call 'factory English' is a better described as a stage in the acquisition process, known as an 'interlanguage'.

*The speech of basic second language learners does not conform to the norms of the standard language but it is not the same as saying that it is broken, ungrammatical, unsystematic or not governed by rule. This is an important distinction - comments about destructured, makeshift language imply deficit; research literature on interlanguage implies difference. (Ben Rampton, *English as a Second Language in the United Kingdom*,)*

Learners who've experienced restricted contact with the general community acquire less of the target language. (This explains why some women immigrants who may be house or factory bound for a variety of social, cultural or economic reasons tend to know

less English.) The quantity and the quality of the learner's interaction with the target language environment provides opportunities for feedback as to how effectively she is managing and this leads to reflection by the learner which leads to language development. In some learners this reflection may be conscious (sometimes called 'monitoring' language performance) but very often it is not. The effect of formal language instruction seems to be to vary the length of time (but not the order or nature) of this process.

Normally we expect a learner to progress further along the learning continuum so that his interlanguage moves closer and closer to the target language system and contains fewer and fewer errors. However some errors will never disappear entirely. Such errors are often described as fossilised, meaning they have become permanent features of the learner's speech...A further suggestion is that fossilisation is most likely to occur when a learner realises (subconsciously) that the error does not hinder him in satisfying his communicative needs (at the functional or social level). A learner who feels only rudimentary communicative needs is therefore likely to stop progressing at an earlier stage than a learner with a fuller range of needs. (Foreign and Second Language Learning)

This perfectly describes the English language competence of many long term residents. It is the learner - even unconsciously - who determines her own needs. Attitudinal factors are very important, especially the degree to which the learner is able to identify with the mainstream community. Enhancing long term residents' own perception of themselves as users of English - even just feeling welcome in a class - can act as a powerful incentive to learn more standard English.

If the language class does not provide these learners with a sense of power and does not reduce their isolation from each other and from the target language community, then it will be an ineffective class. (Is Correct Usage a Relevant Target for All Second Language Users?)

If teachers acknowledge learners as different rather than deficient and recognise that they can be valid contributors to the Australian experience without having to sound like 'us', then learners are more likely to change the way they use English. For this reason, we have selected material that affirms the value of our learners' experiences and we avoid focussing on their language deficit; i.e. how bad their English is (even in a kindly way).

Literacy and language proficiency is best seen as a skill like any other, to be picked up and worked on at different periods according to the developing needs of the learner. A corollary of this is that changing adult immigrants' English will not necessarily change their economic or social reality.

Evidence from many teachers suggests some kinds of formal language instruction are less effective with students who've had little previous experience of formal education. Whereas for overseas learners of English, formal language instruction (English as a Foreign Language) is the main means of target language input, many English as a Second Language learners have used English in a large part of their lives for years and have plenty of opportunities to communicate in their daily lives.

Formal English as a Second Language instruction needs to offer more than just opportunities to communicate in the classroom if it is going to promote language development in 'stabilised' learners. Language development in such learners is more likely to occur in classes that focus on literacy skills for the following reasons.

Firstly, such learners need a chance to acquire the tools of literacy so that they can benefit from formal instruction. This is one of the reasons why we have focussed so largely on 'Study Skills' in Unit 4.

Secondly, classes that focus on written language improvement provide new input and information in a form where it can be more easily absorbed and practised. Words fly away once emitted; but written language can be examined, studied, edited and corrected. The dynamics of successful oral interaction are very complex and involve so much more than words alone that it is difficult to change or examine language, especially when this raises the dilemma of whether to interrupt a student in order to correct them, which can be very destructive to learners' confidence when they have communicated habitually in English for years.

Much of the grammatical information in English is conveyed by small words or syllables which are not articulated clearly in normal speech. For example, 'have' in 'what have you been doing?' (This is explained in Unit 1). To sum up, to learn grammatical English as an adult it is necessary to study the written language. The more such learners can verbalise the rules of the language and analyse their own performance, the more likely they are to understand and control their process of language acquisition.

With time, many long term immigrants change their social position and their feelings about their identity sufficiently to want to 'learn proper English'. For other learners it is their employers, or their trade union, or the CES, or their own desire to upgrade employment that leads them to classes. Many older learners have seen their children grow up and achieve academically in Australia and know that they too had this potential, however reluctant they might be to voice this. Others simply desire to acquire basic literacy skills.

The experience of the ESL Literacy classroom may be the student's first experience of schooling, or of learning as an adult. Her initial reaction is often anxiety and apprehension. On the other hand, a teacher at a TAFE college describes her students attitude to the ESL Literacy class, especially their enthusiasm:

It is not that they can't discriminate (between what they have found helpful or useful) but that many of them have waited for so long to do a course that they lap up and enjoy literally anything. The social links that form in classes also means that learning certain things is secondary to being out of the house and or receiving feedback that their views, ideas and experiences are valuable.
(Michelle Lucas)

APPROACHES TO ESL LITERACY TEACHING

An Understanding of Literacy

In 1988, the Australian Council for Adult Literacy (ACAL) developed the following definition of literacy:

Literacy involves the integration of listening, speaking, reading, writing and critical thinking; it incorporates numeracy. It includes the cultural knowledge which enables a speaker, writer or reader to recognise and use language appropriate to different social situations.

For an advanced technological society such as Australia, the goal is an active literacy which allows people to use language to enhance their capacity to think, create and question, in order to participate effectively in society.

In 1992 the *Draft Competence Statements of the Victorian Adult Basic Education Accreditation Framework Project* have attempted to further specify the purposes to which an 'active literacy' might be put as follows: literacy for self-expression; literacy for practical purposes; literacy for knowledge; literacy for public debate.

The origin of much adult literacy practice is in the vision of Paolo Freire, who described education in general, and adult literacy in particular, as 'cultural action for freedom, and therefore an act of knowing and not of memorisation'. (Freire,) His starting point is the concrete, personal experience of the community of learners, which is linked, through reflection and dialogue, with their broader social and historical context. Language skills are developed in the context of dialogue, reflection and critical thinking, leading to an active state of 'political literacy'.

Recently, Elsa Auerbach and Nina Wallerstein in Boston, USA, have developed a methodology for adult ESL based on Freire's ideas that constructs the ESL classroom as primarily a means of consciousness raising of students and thus 'empowerment'. The materials selected for this publication often recognise this covertly rather than overtly and in the context of language and literacy development; acknowledging that personal development (and empowerment) is integral to the process of acquiring literacy.

Whole Word Recognition Versus Phonics

The whole word approach involves teaching beginner readers to recognise words familiar to them such as their names, children's names, addresses, and then commonly used 'social sight' words: such as 'on'/'off'; 'exit'/'entry'; emergency words, access words, banking words, form filling words and so on. This is extended to the Dolch words which are the hundred most commonly used words in texts. Beginner readers are encouraged to associate new words with visuals which help contextualise them.

Phonics is the awareness that each letter or combination of letters have their own sound. This is helpful in providing some word attack skills but reducing words to a series of sounds interferes considerably with fluency and therefore with reading for meaning. There is a wide variation in the sounds that one letter or combination of letters can render which can be very confusing for a student. There are particular difficulties for the ESL

Literacy learner. They may not be able to hear differences in sounds (e.g., **P** and **B** for a Chinese speaker or **B** and **V** for a Spanish speaker.)

The Psycholinguistic Approach to Reading

This is based on the work of Frank Smith, who argues:

It is difficult to identify an unfamiliar word on the basis of its component letters because of the complexity and unreliability of phonic rules, and it is almost impossible to work out the sense of a difficult sentence from the meaning of its component words because of all the alternative meanings that individual words can have. In both cases what makes meanings and individual words become transparent to us is context, which means the general sense in which the difficult element is embedded. (Reading, p.123)

Fluent readers use three kinds of cuing to make sense of a text; semantic, to do with predictions based on prior knowledge of the content; syntactic, to predict what will be read on the basis of the reader's experience of the language; graphophonic to confirm or change the reading of particular words as a result of using selected word attack skills. The teacher of reading must not concentrate on word attack skills at the expense of the other skills. Usually, whole texts (even if very short) are presented rather than isolated words; and these texts should be meaningful and interesting to the students.

The Language Experience Approach

This common approach teaches beginner readers by using the students' own oral language that is scribed by the teacher and becomes the written text for study. The underlying principle of Language Experience is that the language of the text used to teach reading is produced by the learner herself from her personal experience. Therefore, the semantic and syntactic context is familiar to the learner.

Teachers can choose to derive a text based on an individual's experience or on a group experience such as a class excursion. The starting point is always the student's own words following a discussion of a topic, reading of a stimulus text, or photos taken during an excursion etc. The teacher usually scribes the text for the student, then reads the text aloud at normal pace pointing to the text. Students repeat after the teacher and finally the students read it alone. The student created text then becomes valuable teaching material.

There is debate over whether teachers should or are able to record students' language exactly as it is spoken, or modify it to produce 'standard' written English. It seems that some modification is inevitable, particularly at lower levels of oracy where the text produced is often the result of a great deal of language building and prompting by the teacher.

Teaching Effective Reading

Reading aloud in class often gives students confidence and at very early stages it is an essential part of the teaching process but as students become more proficient readers, it is important that they read silently and fluently, both in class but also in their own homes.

Even at early levels, it is important to introduce students to authentic texts from a range of contexts, such as brochures, newspaper articles, stories and resource books. 'Authentic' refers to texts which were NOT composed specifically for the purpose of teaching ESL. Sometimes these are simplified to make the information more accessible to the student. As a general rule though, the text should be selected in terms of its interest to the learner and it is the task that can be made more or less complex according to her level.

Consider reading a menu. How often do we read a menu from top to bottom, left to right, noting every word, with no expectation of what we are likely to see and no particular interest in anything we might be likely to find out? We read menus with a purpose and examine them - we ask our questions - selectively. ... We can predict the range of words and phrases from which words on the menu are likely to be drawn and we could certainly predict many thousands of words most unlikely to occur... very little visual information is required from the distinctive features in the print to give us our answers. (Reading)

Preparing the students before they encounter the text is most important. Students' existing knowledge of the topic is elicited. Different cues such as a headline, cartoon, heading or photograph are used as a basis to predict what the text might contain in order to contextualise the content and make it more predictable. Unknown key vocabulary is taught beforehand ('pre-taught'), or explained in the context of the text ('glossed').

A common strategy is to ask the students to skim the text for its gist in order to confirm whether the earlier predictions of the content were accurate. Secondly the text is scanned for some more detailed information; often students have to read comprehension questions and study the text for the answers.

Writing: Early Stages

The writing practice exercises in this publication start with letter formation. Margaret Huntington, who has worked extensively with Hmong women learners (the Hmong are a pre-literate ethnic minority group who come from Laos) prepares her students for both reading and writing. Before having to recognise or produce letters, they practise motor skills like moving their hand and eye from left to right across the page, holding the pen firmly, forming shapes with a pen (curved and straight lines) and distinguishing between different two-dimensional shapes.

After letters are introduced, the exercises move from tracing to copying, becoming progressively less controlled. At very early stages students can copy a model so that they need not worry about spelling or content but simply get used to the idea of creating meaning on paper. Students start with their own names. The task of composing is broken down into manageable parts for students so that initially the practice is very controlled. The next stage is that students use a skeleton text, usually about themselves, making very slight changes to the model so that it includes some new information.

A narrative about 'Myself' often forms the major part of beginner student writing because it is highly personalised and therefore meaningful to the student. It is also very close to the spoken language of retelling a series of events, which is usually told in the past and in the first person. A second stage is often to describe a daily routine.

Composition

Many adults write very little beyond lists, cheques, messages, perhaps memos; and assistance with such functional literacy is part of ESL Literacy programs. However, both teachers and students view composition as integral to the literacy classroom. Two approaches that are used to teach composition are **process writing** and **genre methods**, outlined below. In either approach, composition is preceded by a pre-writing phase which contextualises the content and therefore determines the likely structure of the text. This also serves to break down feelings of anxiety that many learners experience when asked to put pen to paper.

Process Writing Approaches

The process writing approach originated from with observations of how proficient writers set about a writing task. The following steps, though not prescriptive, are very common. They involve brainstorming ideas, then rough planning by categorising those ideas into sections or stages, followed by an initial draft; and then a series of drafts during which the writer edits the language and also clarifies meaning.

The teacher is expected to respond to student writing during this process in individual sessions termed "conferencing". The response is directed firstly towards expressing overall meaning and later towards applying the correct mechanics of writing. In this approach the teacher emphasises the processes involved in writing as much as the outcome, such as pre-writing, drafting and redrafting. In the process of redrafting students are 'constantly reviewing, revising and editing their work' (*Writing*).

As the choice of topic and/or message are left up to the student this approach very much serves to affirm the student and her experience. Many ESL Literacy programs publish collections of their students' writing. Publishing or presenting work for other readers establishes a context for focussing on the mechanics of writing such as correct spelling and grammar.

In editing, the teacher can guide the student to work on sentence level items such as letter formation, spelling, punctuation, word order and tenses. Alternatively, the whole text may be looked at in terms of cohesive devices, paragraphing and appropriate semantic choices. Instruction in the mechanics of writing is supposed to occur at the moment when learners show an awareness of the need for new language or language structures. Many ESL teachers find this conflicts with their training where they are taught to present language in a systematic way and a fixed order from simple grammatical structures to more complex ones.

Conventionally, the degree to which a teacher chooses to check or fine tune a student's piece of writing depends on the confidence and ability of the writer to learn particular new language. Process writing for native speakers, for example, encourages the use of invented spellings in the interests of fluent composition. (This is of course also a contentious issue in primary schools.) One problem is that ESL learners do not have information about the system, or structures, of the language and so they tend to produce more variation in their compositions than a few odd spellings. Very often texts that have not been heavily edited are incomprehensible. ESL Literacy learners often find that this method is too demanding or indeed disappointing. They ask the teacher for more intervention. A sound guideline to use in working out how much correction to do is to

assess whether the meaning is clear, whether it is a recurring difficulty and whether it is a feature that is easy to learn.

An adaptation of process writing often seen in American ESL textbooks, is where a stimulus passage is presented as a model, followed by exercises practising particular grammatical structures and also an analysis of the discourse of the text (the way language items like conjunctions, pronouns and so on link ideas together). After all this, when the student begins the process of writing their own text it is more likely to reflect standard English.

In *Steps in Literacy*, Gail Monaro and Phillip McIntyre, two experienced AMES ESL Literacy teachers, describe how they have modified the language experience approach in order to allow for the needs of stabilised ESL Literacy learners of high oracy but low literacy levels. In their 'method', the class constructs a text jointly with the teacher, allowing for language development and correction on the way. Their approach to reading and writing

...uses both the language and the experiences of the learners to build up reading passages. This is done by encouraging the learners to contribute both the topic and the language to express their views or experience and by the teacher transposing this spoken language into written form.

At initial stages the students are only expected to copy.

...we want writing, in the first instance, to be seen only as a reproductive task rather than a creative one. If we place creative demands on them too soon, writing will continue to be seen as entirely unrelated to speaking and will continue to defeat them, since we are not tackling their perceived difficulties of spelling, grammar and vocabulary.

A criticism of process writing and also of language experience approaches is that inevitably students compose endless personal recounts but often no other type of text. Yet in real life such texts are rarely called for. Many teachers now believe that control of the expository writing needed for academic study, for example, does not transfer automatically from the ability to write personal narratives.

Also, composition of narrative texts inevitably leads to an emphasis on verb grammar, especially tense. The genre approach, outlined below, reminds us to analyse the discourse of text, that is the way the language is used to relate sentences to one another and thus to organise and link ideas cohesively throughout any passage. Students need to understand referencing and co-ordinating devices (like conjunctions) as well as tense in order to write other kinds of texts.

Genre Based Approaches

This approach is based on an understanding of systemic linguistics, which emphasises the link between language and context. It argues that the system of language used differs according to the context and purpose, or genre, of any text. For example, the discourse of a postcard differs from that of a personal letter which differs again from a formal letter. These generic forms of text are called **text types**.

The genre based approach begins with a model text rather than the creation of the text from the student's own words. Students are shown a model which acts as a 'scaffold' from which the student moves toward to writing an independent piece of text. Systemic linguistics also focuses on the manner in which the language used organises shape and meaning over the whole text, as well as on the surface features that are conventionally taught like spelling, punctuation and verb grammar. Language study deals with texts as a whole, and always in terms of their context and purpose. This approach places the teacher in a much more directive role, presenting the model directly to the students; or building a text jointly with the class during a process of analysis, discussion and negotiation and transcribing it on the blackboard for them; or presenting and analysing a stimulus text.

Many genre theorists argue that an understanding of how language works in this culture is crucial to enable an individual to operate effectively within it. Teaching approaches where the teacher does not share all the information with their students that they possess about the way language works in different contexts, especially those relating to academic success, compound the inequalities that manifestly exist in terms of educational opportunity.

The Language Development Centre at Western Metropolitan College of TAFE are leaders in applying genre approaches in adult basic education to adults from English speaking as well as bilingual backgrounds:

Our view is that a crucial thrust of adult basic education should be to initiate students into abstract forms of understanding. This view contrasts with the widely held view that the central task of adult basic education is to train students directly into the skills and understandings they need - for work or leisure. By contrast, our view is that a primary focus of adult basic education should be to initiate adults into forms of understanding, forms of reasoning and forms of validation that are not directly accessible to everyday personal experience. It is these more abstract forms of knowledge and understanding that are used to produce and reproduce modern social life. Adult basic education should provide a space within which adults can imaginatively reach beyond their current social and cultural positioning, and grapple with these more abstract forms of thought. (Working Together: New Directions in Adult Basic Education)

Peter Kelly relates some of the current debates regarding approaches to teaching writing.

Written genres related to business, the workplace and to local government bureaucracy are more predictable in form and sometimes quite formulaic. Some migrants arrive with low levels of literacy in their L1 as well as low levels of English and will not necessarily have much experience with the genres of their first language. But the genres taught should not be confined to the purely functional ones of letter writing and job applications, however useful and necessary these may be. Migrants have stories to tell and a process writing workshop may be a more encouraging venue for those stories to be told than in a more controlled setting. In some cases the writing of personal narrative may have positive therapeutic effects and so the writing of diaries and journals can be encouraged. (Language, Learning and Community)

The 1992 Victorian *Adult Basic Education Accreditation Framework* reminds us that students need to read and write for different purposes at all levels and provides checklists of the competencies that this entails. These checklists help guide teachers to identify and make conscious their intuitions about why one text is 'more advanced' or 'more effective' than another.

Research is still needed on how to simplify complex analyses of discourse and text cohesion in order to present them to classes of poorly educated adults with limited competency in spoken English. The ESL/Literacy teaching materials available to this publication did not extend across the range of literacy domains and text types described in the Framework. As a result, these materials, especially the writing exercises, over-value the literacy of self-expression rather than of 'practical purposes', 'knowledge' and 'public debate' as set out in the *Adult Basic Education Accreditation Framework*. These materials are descriptive of the current state of the field, not prescriptive. They highlight its gaps as well as its achievements. We urge practitioners to use the *Adult Basic Education Accreditation Framework* in order to develop more comprehensive learning materials for ESL Literacy.

The materials are especially lacking in the domain of 'public debate', and to a lesser extent 'practical purposes'. As a result many worksheets focus on teaching tense and grammatical structure at sentence level, rather than teaching discourse features that organise ideas within texts because verb tense is important in 'personal narrative' while other, more complex kinds of linguistic structures ensure cohesion in argumentative texts. Another problem may be that ESL teaching still has not come to terms with the notion of 'critical literacy'.

Language Development

One of the major differences between ESL Literacy and other adult literacy is that the former involves introducing students to new language and to new understandings about the way the English language works. This linguistic component is referred to here as **language development**. It includes what is commonly understood by 'grammar': the presentation and explanation of grammatical patterns or grammatical items. (Applied linguists distinguish between lexical items and grammatical items. **Lexical items** are the words that carry the content of the text; sometimes called vocabulary. They are found in dictionaries; in English their number is almost uncountable. **Grammatical items**, or **grammatical structures**, are part of a closed system of generalisable patterns that make meaning of the lexis by establishing the relation of one item of lexis to another.)

ESL Literacy teaching varies the Adult Literacy teacher's focus on the content and process of reading skills with the concern for systematic teaching of the structures of English that is characteristic of the ESL teacher. As Margaret Griffith explains, her own teaching ...

may appear to be biased in favour of thematic content rather than linguistic structures. This is no accident. For long term residents with stabilised - though inadequate - language, attending 4 hours of classes per week, perfect syntax is probably an unobtainable goal. Enhancement of oracy and literacy skills, to the point where learners can take control of their own lives and their own learning, is a far more valid goal. Knowledge of the Australian community

and a more sophisticated grasp of the ways in which people are empowered to live within, and to question, that community are the valid concerns of language classes in a neighbourhood house. Because we are not an academically focussed institution and our students come to us partially as a recreational outlet ... enjoyment of language learning is an important aspect of our classes. We try to ensure that language skills are not taught in a vacuum and we do not ignore the 'socio-psychological situations of the learners' (Nicholas, 1984, 61). This is not to say that there is little or no linguistic component into the unit of work. The language work is certainly there, and it is spelled out in the teacher's note for each section. It is firmly embedded within a thematic context. (our emphasis)

There is a consensus that some degree of consciousness raising and verbalising of the rules of English grammar, discourse and spelling is appropriate. In their 1991 report on the *Literacy Needs of Non-English Speaking Background Women*, Lois Foster and Marta Rado identify among the elements in good teaching the strategy of discussing grammatical elements in terms of the notions they express (eg plurality) as well as discussing discourse forms in terms of text structure and even spelling rules. In literacy classes, therefore,

talking about the formal aspects of language as they are exemplified by the text in hand is highly desirable ... the written text allows for extensive correction and re-writing with the help of the conscious application of both the grammatical and pragmatic rules of the language. (p.121)

(Pragmatic rules are those which determine standard discourse patterns).

Another way in which students can grapple with the systems of English is by recognising and integrating knowledge they already have gained about and through their own language. Bilingual dictionaries and grammar books are an important resource. Translation into a more familiar language is now understood to be a good strategy for students, especially to clarify points about the way English works. It can still be employed in the classroom even if the teacher doesn't know the other language(s).

Some ESL teachers believe that poor spelling is caused by non-standard pronunciation. They suggest that students who are taught correct pronunciation will be able to hear sounds 'correctly' and therefore spell them. This assumes that English spelling is phonetic, with regular relationships between sound and letters, but it isn't. Wider experience shows that ESL Literacy learners have no greater difficulty with irregularities and inconsistencies of English spelling than other learners once they understand that there are few rules and that their difficulties are not caused because they speak 'badly'. In our experience, it is much easier to teach adult ESL learners strategies for memorising spelling like Look / Cover / Write / Check, or to use a dictionary, than to modify accent.

Using Texts for Language and Skills Development

The distinction between the reading skill and the writing skill becomes artificial in classroom practice, where reading is often tested through written exercises and writing exercises are based on reading texts. It is in their nature that the reading and writing skills develop in tandem.

Texts can be handled from the 'bottom up' or the 'top down'. 'Bottom up' exercises focus in detail on individual words and on the mechanics of each sentence. 'Top down' means exercises that treat the whole text and its message as a unit and focus on the meaning of the whole text and the links between sentences (called text 'cohesion'). Both sorts of exercises are important.

Exercises of the 'bottom up' variety include identifying all words with the same initial letter, or studying words of a particular spelling pattern. Alternatively, texts can be used for some 'top down' exercises: for example when the text is cut up into sentences and students need to read for meaning and re-sequence the whole text or match two similar sentences or match the two halves of one sentence. Half of each sentence can be omitted and students required to complete the sentence meaningfully.

Predictive reading strategies are fostered by 'cloze exercises'. This means that words are deleted from the original text and students have to predict the omitted words. Written cloze exercises where the missing words are supplied under the text may also be used and students have to fill in the gaps. Students select and copy from a list of the missing words, or complete the exercise without looking at the reference, or copy directly from the complete text. Cloze words can be chosen randomly (this is usually employed as a testing device) or perhaps selected to focus on a particular linguistic category (past tense verbs...) or spelling patterns (short vowels...) Texts can be dictated to the students as well as read by the students.

Matching and sequencing exercises are also used. For example at low levels, students match cut-up versions of sentences from the text to the original text. The text is also cut up into appropriate chunks for students to sequence in correct order.

One teacher provided the following list of over 20 activities based on one single text.

Spelling:

- ◆ split words into syllables - Mon-day; students reconstruct
- ◆ reading for meaning
- ◆ split
- ◆ write all the words from the page that begin with e.g. p
- ◆ write all the words that begin with c or k (can students elicit a pattern?)
- ◆ draw up a maze of key words
- ◆ unjumble words.

Reading for meaning:

- ◆ complete a simple sentence with one word from a supplied list
- ◆ match character from story with other details eg job
- ◆ cloze on story text
- ◆ provide a different version of the text and underline differences with the original text
- ◆ locate and underline key words already discussed in the text
- ◆ cloze with these key words omitted
- ◆ true/false statements
- ◆ match the beginning and end of split sentences
- ◆ put jumbled sentences in the right order
- ◆ match columns of words; for example adjectives and nouns
- ◆ fill in a grid with information from the text students.

Writing:

- ◆ fill in a simple form with personal details about the main character (and then herself)
- ◆ use the story to create a skeleton; students then write about themselves.
- ◆ omit the final sentence, students to write their own
- ◆ sequence words within a jumbled sentence
- ◆ make up a personal information sheet on a character; students compose a paragraph...then they go through the process with another student.

Of course, not many passages will hold students' interest through all this !

Some Examples of Programs

Elsie Hill at Kuranda AMES covered 'basic literacy' (letter formation, alphabet, copying;)'functional literacy' (form filling, telephone book, T.V. programs;) letter writing (notes, greeting cards, invitations, postcards and letters to friends) and classroom English (grammar rules, reading, spelling, punctuation). The content of the course was determined by students' needs and interest and also to facilitate their wider participation in the local community. She especially encouraged an awareness of different learning strategies to assist students in independent learning. Elsie talks about two important principles: setting achievable goals and drawing on the students' own experiences.

Elsie divided her program into several phases. The first 2 weeks were diagnostic and helped her plan the rest of the course and also induct the students into her teaching methods. In the next phase, which led up to a mid-course evaluation questionnaire, Elsie was able to build on what they already knew. After further input from the students the program entered its final phase, which included considering the students' study pathway.

In Michelle Lucas's class at Broadmeadows TAFE all the students owned a journal which was used for writing at home. Students also kept a diary of daily events which Michelle read and used as a way of analysing language needs, which were then dealt with in class.

The texts studied were loosely grouped around themes. Michelle's class wanted to focus on spelling, so any reading that was done (of their own stories, or newspaper articles or even poems) was used to find similar spelling patterns: endings, middles...and to learn them in a variety of ways. Rather than learning these words in isolation, they were always put into context either in a dictation or used in a cloze exercise. Michelle also asked her students to examine what reading and writing strategies they were using.

Margaret Griffith's class was in a Community House. Her students were largely older, retired or semi-retired and often caring for a very elderly parent. She hoped to filter information on a range of community services to the students through the class.

She chose a relevant theme - 'Growing Older in Australia' - and offered a range of activities around it based on Barry Dickin's book *My Grandmother*. They included language development, especially past and present tense; personal writing on the theme; writing instructions (a recipe for Anzac biscuits, which led on to cooking and lots of experiential numeracy learning looking at measurement and so on); expanding on the Anzac theme and telling the students about the historical background and eventually singing 'And the Band Played Waltzing Matilda'; using grid references in a street

directory; and reading information leaflets on local community services available for the aging. Margaret contextualised her texts with a non-linguistic stimulus by putting up posters of older people round the classroom.

ESL LITERACY MATERIALS

Why Worksheets?

This publication offers worksheets as its principal mean of presenting reading, writing and language development material. Inevitably, print-based skills, that is reading and writing skills, have to be taught through printed materials. The use of a worksheet assumes in itself an awareness that print carries meaning. Worksheets are not the only way of presenting an ESL Literacy course, but worksheet based learning can be a valuable part of a whole teaching program. Worksheets are the easiest kind of material to disseminate in a book such as this. Teachers should use worksheets among their classroom strategies. The Teachers' Notes in this publication offer other teaching strategies. This resource is not intended to be comprehensive. Many other techniques also 'work'.

It is hard to imagine one textbook that could include the diverse needs and experiences of ESL Literacy students. Most practitioners develop their own materials and cross-reference a range of language and literacy learning texts. At beginner levels, material needs to be teacher-produced to ensure the content is appropriate for the students' spoken language, which varies for each student or groups of students. The tasks or activities must be meaningful and relevant to the learner's life and experience and new language items presented in clear contexts.

Using worksheets encourages a student-centred approach to learning as it allows students to set their own pace. This is further fostered by the occasional use of Answersheets which allow for individualised learning and help the student learn to monitor their own learning and carry out self correction. Alternately, students can check their work with another student, or do their own proofreading. These techniques diffuse attention away from the teacher. Students can work as individuals, in pairs or in groups. For these reasons, worksheet based learning can accommodate continuous enrolments, erratic attendance and mixed level groups.

Some worksheets can be re-used or easily adapted. They can form a bank of teaching materials which can eventually become the basis of an entire teaching program.

An important study skill is that of record keeping. Teachers can help students organise a folder with dividers, different sections and even an index. All worksheets are date boxed so students practise filing and keeping date-sequenced records. Date boxes are useful for the process of filing in order to keep a record of worksheets completed. Margins should leave space for hole punches. This provides the opportunity for students to learn to keep records of their own and to organise and classify their work. As a general rule, students welcome homework exercises. Lois Foster and Marta Rado point out:

...individual course development means discarding textbooks. Teachers accept the lack of textbook success because of the benefits of individualised courses. The learners, however, do look for the sort of support a textbook can give. This

is reasonable and even desirable. Learners might want to revise material, check on certain points and even forge ahead on their own. As a rule in teacher designed courses all they take home are the texts studied and accompanying photocopied worksheets. They have no reference material dealing with language given to them.

Making Worksheets

ESL Literacy learning is cyclical, as well as sequential. That is, notions need to be introduced, perhaps in a simplified form, practised and then returned to a number of times, not merely as revision, but in order to deepen the students' understanding, make connections with other pieces of new learning and to be encountered in different contexts. Students need lots of 'goes' at something in order to learn it. The worksheet format allows the teacher to produce material that incorporates plenty of practice. A natural checking procedure is built in. If success cannot be achieved after one worksheet then students' work needs to be monitored and checked and another version of the same prepared and worked through.

It needs to be made quite clear what each task involves and what skill it is intended to practise. Is it a writing exercise and if so what sort? Or is it a reading exercise and if so what strategy is being employed? The use of worksheets allows a complex skill to be broken into its component parts. Particularly at lower levels, each worksheet needs to be restricted to a limited number of tasks. Worksheets can be sequential, building on a natural progression of developing a skill.

'Materials for ESL literacy learners should be as simple as possible in layout'
(A Handbook for ESL Literacy)

The format and print styles for ESL Literacy materials must fit in with what the students already know and not add confusing visual or culturally specific material. Published teaching material sometimes uses novel arrangements of print and illustration to introduce variety but some of these novelties may confuse the learners' understanding of the message. For example, the use of abstract symbols to identify different types of exercises, speech balloons or text laid out in two columns. Low level learners who are operating at the level of distinguishing between letters and identifying a few sight words do not have the skill to scan a text in order to locate the bits they can deal with. Teachers must not assume that learners will immediately recognise the significance of visual material and conventions like the two dimensional representation of three dimensions, maps, grids and tables and so on. Diagrams which show a cross section, for example, will be meaningless to a person who has received no training in conceptualising two dimensional representation.

Though clear visual material and a limited amount of information are very important at lower levels, an understanding of the use of different size print, font, layout and rubric to differentiate between headings, instructions and the text is in itself a teaching point. (Consider a newspaper and how much of the information about the text is visual rather than semantic: headings, boxings, columns.) The use of different styles and fonts can be built into worksheets in a controlled way.

In these materials we have chosen a limited range of fonts. Teachers without access to a computer need to handwrite or print clearly. Printed handwriting may be easier for novice readers and we have chosen fonts that resemble this for early stage worksheets.

The second point that needs to be considered is layout. The spacing between lines and between items on the worksheet also needs to be generous. One exercise needs to be clearly marked from another by boxing each exercise or using a heavy line. Many teachers prefer handwritten worksheets at lower levels, both because they are easier to lay out and because students who are not confident in reading and forming letters may not recognise complex fonts and will often copy exactly the script presented. In any case, print needs to be clear and reasonably large at lower levels, with relatively little text on the page. Enlarging the text makes the reading task easier.

One of the aims of the worksheets is to teach students to progress so that they can access more conventional learning materials ie. textbooks. Through filling in the worksheets they learn for example, that blank spaces are to be filled in; to make ticks or crosses in the boxes; or that the first exercise at the top of the page is often separated from the next by a number or a line.

ABOUT THESE MATERIALS

The materials consist of a package of reading, writing and language development worksheets which have been grouped around four themes:

- Unit I: **Past Experience**
- Unit II: **Health**
- Unit III: **Diary**
- Unit IV: **Study Skills**

Each unit consists of an Introduction, Contents List, Teachers Notes with Worksheets, Readings and Resources. Each unit provides twenty hours or more of classroom work at each of 3 broad levels of literacy organised into a series of topics. Sometimes the topics are linked to a text, especially in Units I and II, and sometimes they are linked to a skill or activity, especially in Units III and IV. Each topic provides material for at least one, and usually several 2 hour lessons. To provide material for a multi-level class some topics provide learning material suitable for all three levels.

In broad terms each unit also demonstrates particular methodologies. Units I and III focus more on writing; Units II and IV on reading. Unit I demonstrates some versions of 'process writing' approaches; Unit II deals with strategies for handling authentic texts; Unit III is based on the 'language experience approach' to reading and writing and includes some functional literacy and an example of the genre approach; and the teaching of 'study skills' in most of Unit IV is influenced by discovery learning methods.

The texts used are grouped loosely around the overall theme. The materials are selected and arranged to demonstrate a variety of techniques and texts. They do not aim to provide a comprehensive, sequenced course text or program curriculum. They are presented as a resource, to be dipped into, photocopied selectively, re-ordered or adapted. In some instances, the materials are examples to assist you in thinking about developing your own worksheets.

Over the materials as a whole, and within each of the units, there is a clear progression in difficulty of materials and tasks so that teachers can recognise how students can advance through the levels.

Each class, and to some degree each learner, will need a different selection of materials at different levels and will progress at a different pace. So we have not presented the material at each level together (as a 'level 1' course, or a 'level 2' course.). Teachers should rather use the 'levels' as a guide to the difficulty of the material and select what seems best for their learners and order it as appropriate. Without doubt they will need to supplement it by cross-referencing with other resources and writing their own material. We hope the examples given here provide some ideas for this, as should the Further Reading suggestions in each unit.

The worksheets are usually intended to provide practice of a particular skill or language item. It is expected that teachers will introduce new language items or skills in the conventional ways - pictures, blackboard, chalk and talk and so on. For example, worksheets are often a consolidation of previous oral work. This is indicated in the Teacher's Notes. The materials are designed to be used with a teacher. This is not a self-study course.

It is a good idea to work the first example of an exercise on a worksheet on the blackboard first, so the class can see clearly what they are expected to do. Alternatively, do the first example on the worksheet yourself as an example, before photocopying multiple copies.

The worksheets are generally intended to be sequential within any topic. Some, however may be used selectively. Not all students will need to do every worksheet in each topic at their level. Others will need supplementary material to get more practice.

Some worksheets are intended as samples. They have been written for particular students with their needs and interests in mind and may not be viable with another group. Especially at low levels of literacy, material often needs to be produced using personally relevant content appropriate to students' language abilities. Consequently these worksheets may need to be either rewritten or adapted for another group.

Throughout the resource, exercises are offered to practise discrete language features such as different past tenses, or cohesive devices, or to extend the vocabulary base. Some of the material helps teach the meaning of terms like 'noun' or 'past tense', and even 'narrative' in order to encourage teachers and students to talk about grammar or different text types.

Many of the composition exercises appear at the end of a lesson, not because they are seen as an afterthought, but rather because once the preparation has been completed in (scarce) class time, students can easily work on successive drafts as homework.

The Levels

We have roughly classified our topics and worksheets into 'levels'. Our descriptors below do not **define** or **describe** a student's competencies in English (as does the Australian Second Language Proficiency Rating (ASLPR), or the Adult Basic Education Framework). They merely indicate **who might benefit most from any particular activity**. The descriptors for each level have been written specifically for the purposes of this resource.

Since 1992, the levels described by the Victorian Adult Basic Education Framework have been adapted by Department of Employment, Education and Training (DEET) as the Interim Literacy Course Matrix (ILCM) for assessing DEET clients. The descriptors in this publication predate the ILCM and have not been rigorously moderated against them. However, we believe that there is rough correspondence, for example, level I and II worksheets here could be used profitably with ILCM level 1 and 2 students; level III may be closer to ILCM 'entry' level 3.

There is no material included for 'higher' level students beyond level 3 ILCM. This is because in our views at higher / pre-VCE levels it becomes difficult to sustain a case for teaching bilingual ESL literacy students separately from native speaking Basic Education or Return to Study classes.

LEVEL 1 students are unable to read and write in English and are not literate or have very limited literacy in their first language. Some of the material is suitable for such learners with low levels of fluency in spoken English.

LEVEL II students can read simple texts in English and can copy letters and whole texts. They may write a few phrases independently. Typically they have received some primary education in their first language, or if without such education, had some previous adult literacy or ESL instruction.

LEVEL III students are beginning to write independently. However, they need a lot of practice in constructing complex sentence structures and in text cohesion, and they need to gain techniques to improve their spelling and to become aware of different text types. Typically, they are also from a limited educational background (perhaps with a little secondary education), or they are graduates of other ESL or adult literacy classes. They can read with some fluency and will tackle texts not directly related to their personal experience. Some students at this level are proficient and eager readers: for example, of fiction or of work related texts.

Assessing the Level

Teachers can make a rough assessment of level for the purpose of this resource in the course of their initial interview with students. Firstly, the two key questions: how much schooling has the learner had? Secondly, how old were they on arrival in Australia. These questions can be elicited in the course of a relaxed chat which also helps informally assess a student's oral competence.

This is followed by some simple literacy assessment tasks. Unless the interviewer is sure the student has no literacy whatsoever, the student is asked to write her name and address. If this is done by presenting a simple form to the student, the interviewer can also

see if the student can read 'name' and 'address'. If it is clear from the interview a student has some competencies, stages can be skipped. Reading can be assessed through a range of texts, graded from a simple story to an authentic text like a leaflet. The simplest writing task is to ask the student to write anything at all, even a few words, about 'Myself'. The text produced is graded according to its proficiency. Here are some examples of how students have been assessed and placed.

Student A has had no experience of schooling in her first language. On initial interview she could write her name and address from memory. She could recognise some individual letters and simple texts such as the written names of her family. She could copy individual letters with difficulty. Her oral English was limited, though she had been in Australia many years. However other such students may be quite fluent speakers of English, but equally limited in their literacy skills. She needs level I worksheets.

Student B has had 4 years of formal schooling in her first language (which doesn't use a Roman script). On initial interview she was able to read most words in a very short, simplified text (with some encouragement) and understood the gist of the story. She was able to independently write a few words about her family in upper case letters, though with non-standard spelling. She could recognise individual lower case letters. She needs Level II worksheets.

Student C completed 8 years of schooling (in a non-Roman script, and during war time) and has also attended two years of part-time ESL Literacy classes. On initial interview she was easily able to write about half a page about 'Myself', with some non-standard spellings and syntax. She had no difficulty reading and understanding the course publicity leaflets and correspondence from the college regarding the interview, so it wasn't appropriate to put her through further more formal reading tests. She needs level III worksheets.

The Units

The **Past Experiences** Unit is a collection of stimulus texts for personal writing which is taught largely through process writing techniques. There is emphasis on the writing process of: brainstorm-plan-draft-redraft. The resources show how teachers can present structured language teaching before, after, or during composition.

Most of the texts have been written by other ESL Literacy students who have shared the common experiences of migration, and beyond that, human experiences of pain and joy. In discussion, classes may look at social constructs that dominate all of our lives such as racism and sexism.

The **Health** Unit materials are primarily designed to practise reading strategies, both for a whole text and excerpts. It also includes material for personal writing as well as suggestions for other genres: writing a recipe, writing an informal letter and creating an information poster.

The topics allow for a discussion of social and health issues like womens' self image after menopause and private versus public health insurance.

The **Diary Unit** introduces the device of diary writing, as a way of using language experience to encourage reading in beginner students and to get students started composing. This unit also includes some lessons in recognising features of text types like simple letters, reports, and post cards linked to the theme of everyday life, and also a series of worksheets practising 'functional literacy'.

The **Diary** unit contains a large number of lessons and worksheets at level 1.

The unit on **Study Skills** initiates discussion of different ways of learning and outlines strategies that can be used to assist the process. It assumes students with limited educational backgrounds do not transfer skills and knowledge about texts and learning from another language but need to be introduced to these, even (especially!) at the very early stages. The topics include Dictionary, Melways and the Telephone Directory, and practise how to decode information presented in a variety of formats like grids, maps, timetables... and develop reading strategies like skimming and scanning for information.

HOW TO USE THESE MATERIALS

The Teachers Notes

Each set of teachers' notes includes a brief note that should be read before presenting the worksheets to the class.

Sometimes there is an introduction to the lesson that sets out any teaching that has to be done before presenting the worksheets.

Next to each worksheet number you will find a description of its purpose and sometimes some preliminary comment. The next lines serves as a guide to how to use the worksheet. This is meant to give suggestions, not be prescriptive. Experienced teachers will no doubt vary or improve on this.

Sometimes suggested questions to ask the students during worksheet presentation are offered. These are indented and **bolded**.

Important grammatical and other terminology is **bolded**. In most cases these are terms that should be introduced to the students.

Suggestions for blackboard work are also highlighted by *bold italic* and indentation.

Examples from the text of new vocabulary or of a grammatical structure are presented in *bold italic*.

Names of any books cited are *bold italic* and referenced in the **Readings and Resources** section for each unit.

The notes often include one or more ideas for other activities that are not based on a worksheet. These are called **Extension** activities. The nature of each extension is described in italics, like this:

Writing exercises where students compose their own text (sometimes called free writing or composition) rather than just complete an exercise. Suggested text topics or titles are

specified in bold (not all writing exercises have suggested titles; sometimes students should invent their own.)

Reading activities to other texts not included here

Grammar points which can be studied in more depth depending on the kind of class and their interests and capabilities.

Spelling points which can be studied in more depth depending on the kind of class and their interests and capabilities.

Dictation

General knowledge points that can be expanded on if appropriate

Information/access points and activities give students the opportunity to find out and discuss services and their rights.

Extension activities are also italicised like this: *dictation* when they are mentioned in the text.

The Worksheets

Worksheets are handwritten (especially at lower levels), in 'handwritten' fonts or are in a print 'font'. The size of the script varies according to the level of the exercise and the page layout. Generally, at level I and II, the bigger and the clearer the better.

Text excerpts are usually in *italics*. They're often boxed.

Instructions (technically called rubric) are in **heavy typeface** on typed worksheets.

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	III	1	8
Simple past tense irregular verbs	II	1	3, 8
Simple past tense vs past continuous tense verbs	II	1	4
Present perfect tense verbs	I	2	2
	II	3	5
Modal verbs	I, II, III	4	6
	III	2	2
Use of adjectival phrases & adjectives	I, II	2	6
	II, III	1	8
	III	4	13
Forming adjectives of nationality	II	1	6
Comparing & contrasting	I, II	2	6
	III	4	13
Contrastive openers	II	1	5
	III	1	5, 9
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Reporting speech	II	2	2
Sentence cohesion & co-ordinating and subordinating conjunctions	I	2	2, 6
	II	1	2
	II	2	2
	II	4	12, 14
Pronoun referencing	II	4	13
	II, III	2	8
	III	4	14

	Level	Unit	Topic No.
Text cohesion & paragraphing	II/III	1	7
	III	3	2
	III	4	14
Reduction	II/III	3	4
/ə/ 'schwa' & unstressed vowels	II	1	2
	II/III	4	4
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	II	1	4, 8
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	II/III	4	3
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	I	3	1, 2
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Text cohesion	II, III	1	7
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	Level	Unit	Topic No.
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	II	2	3
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	I	3	5
	I	4	11, 12
	II	2	1, 3, 6
	II	3	1
	II/III	4	12
	III	2	2, 4, 6
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	II	2	1, 5
	II	4	8, 9, 13
	III	2	1, 5
	III	3	2
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Skimming a whole text	II/III	2	5
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	Level	Unit	Topic No.
Using an index or table of contents	II	1	6
	II	4	12
	II/III	4	10
	III	4	12
Reading grids & tables	I	4	11
	I/II	4	7
	II	1	6
	II/III	4	10
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'Reading' different fonts	I/II	4	7
	II	1	6
	II	2	1
	III	2	1
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	III	3	2
Signs & symbols	I	4	6
	II	4	6
	II/III	4	10
	III	3	2
	III	4	6
Using a glossary or dictionary	I	2	2
	II	2	2
	II	4	9
	III	2	2, 4, 6
	III	4	9, 13, 15
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According to Victorian Adult Basic
Education Framework (1992)

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	I	4	1
	I, II, III	3	1, 4
	II	1	1, 2, 3, 4, 5, 7, 8
	II	4	1
	II, III	2	8
	III	1	5, 7, 8, 9
	III	4	1
Procedural text	I	2	1
	II	2	1
	III	1	9
	III	2	1
Information text	I	2	2
	I	3	3
	I, II, III	3	2
	II	1	6
	II	2	2
	II	3	5
	III	1	9
	III	2	2, 6
Persuasive text	I	2	3, 4, 6
	II	2	3, 4, 6
	II	4	1
	II, III	2	5
	III	1	9
	III	2	4
	III	4	1

Unit 1 - Past Experiences

***A resource for teachers of
bilingual literacy learners.***

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Introduction

This first unit is made up of a collection of texts on the theme of **Past Experiences**. The texts include a number composed by ESL literacy learners. The accompanying reading and writing exercises illustrate how such texts can be used to develop ESL literacy teaching materials.

The titles used for the chapters in this unit reflect many facets of past experiences. The stories have a wide appeal because they reflect shared experiences of so many Australians from an English speaking background as well as other language backgrounds. The stories elevate the immigrant experience above and beyond the experience of immigration as "a problem" to encompass such themes as migration, traditions, and adapting to industrial society. The inclusion of a story written by an Irish immigrant 'Remembering' highlights the common experiences that have produced low levels of literacy in many adults (war, poverty, sexism...) rather than constantly focussing on ESL learners' language difference.

We have tried to avoid texts that trivialise or stereotype such experiences or those that judge success in terms of an uncritical 'Australianisation' of 'migrants'.

Some of the stories: 'Memories' (of war) 'Reunion,' 'Arrival in Australia' evoke very powerful emotional responses from students who have lived through similar traumatic situations and may be too painful for some individuals to read and discuss.

Language and literacy are fundamentally means of communication: therefore all writers should have something worth saying to their particular audience. Though our students have diverse functional literacy needs (different employment situations, for example) their shared life experiences and the triumphs and failures of other human lives will generally provide a context where all have something to 'communicate'. Thus this kind of text has been found to stimulate reading and then to generate spoken and written language by inspiring learners with the urgent need to 'say something' about their own experiences and those of others. The initial reading and then the creation of a text that reflects learners' own experiences, especially if typed up and 'published', gives significance and status to those experiences and thus to the learners themselves. It leads to self-awareness and confidence, powerful learning tools in themselves.

Many literacy classes have generated similar texts and novice teachers will find the collections of student writings 'published' by many classes a useful source of texts. (See the **Readings and Resources** section for some examples).

The text type in this unit is mostly narrative, usually in the simple past tense. To some degree this distorts real life, for adults rarely write connected narratives outside the classroom. However, we've already explained in the **General Introduction** why this is such an attractive area of classroom discourse and many of the skills and the confidence acquired through experiential writing and narrative will transfer to other areas of students' writing. Some other text types are covered, however; Topic 6 introduces a very simple report and leads to producing a poster; Topic 9 also introduces report writing and can extend to argumentative essay writing.

The Past Experience unit is made up of a collection of discrete texts, which explore common themes grouped in 9 topics. The material is not intended to demonstrate a sequential development of the writing skill but nearly all the topics include examples of how systematic English as a Second Language teaching can be included in each text study. Each topic emphasises aspects of the process of writing.

The unit as a whole illustrates how ESL Literacy teachers typically adapt the process writing approach by using texts as prompts but then also exploiting these for language study, either during or after the 'writing process'. These texts have been selected (or written) by teachers because they are inherently stimulating but also because they provide a useful source for language study. In most topics the students use the given text as a stimulus and sometimes a model. They are then guided or prompted to begin their own drafting procedure, working from several drafts.

Students often prepare for reading the text by predicting content and language from a visual prompt (newspaper headlines, photographs, cartoons) before they 'read' anything. The initial discussion of the stimulus text and simultaneous noting of useful vocabulary becomes the first step in the drafting process, sometimes called 'brainstorming' or 'eliciting and recording ideas' and 'crafting' (in *Writing*, CUP, 1988).

If we start from the premise that all people have a story to tell, then writing the briefest account of their personal identity is the first step in creating a piece of coherent prose, even if it is only their name and address. Topic 1 'My Name Is...' is a collection of worksheets for students at the earliest stages of learning to read and write. The worksheets are used for teaching letter formation and then to teach an initial awareness of sentence and text structure. Some students will only use these simple language experience texts for reading and their written contributions will be scribed by the teacher. Students will progress to copying these texts, and finally to independent production of a few lines.

Topic 2 'Arrival In Australia' shows how a single text can generate learning material for different levels, especially useful in a multi-level classroom. The original text was abridged and simplified for beginner students. The technique of adapting 'authentic' texts for lower language levels is often to provide reading material that retains interest and some authenticity without being too hard.

Topic 4 and 5 both deal with 'First Impressions' but the texts are exploited in very different ways. The Topic 4 text, which is adapted from a newspaper article, is used for intensive language study. Topic 5 texts are from class publications and are much more vivid and unpredictable and serve mainly to stimulate composition. The last topic texts 'Things That Used To Be' (9) are also used as a stimulus to generate thematically related writing in a way that will be familiar to teachers of English in schools or adult basic education programs. Such a topic might follow one of the more structured language study lessons suggested here.

Topic 3 'Remembering' is a carefully devised sequence of steps to assist the drafting process. Topic 8 'Milk, Bread and Shoes' develops the drafting process, and applies strategies suggested in *Writing*. Topic 7 'Memories' develops an understanding of paragraphing.

Topic 6 'The Country I Come From' introduces a different text type; that is **factual description** for a simple report including transfer of information from tabulated grid to paragraph form. Teachers may point out to the students the contrast to the personal style in Topic 4 and 5 texts. Topic 9 also includes an introduction to expository style.

Topic 9 texts are 'authentic' in that they include extracts from a book of social history and a newspaper article. Unit 9 also shows how teachers can cross-reference a variety of ESL and EFL texts, especially at higher level, to create appropriate material to teach a particular language point.

As well as teaching writing through writing, each topic includes particular language development exercises that focus on spelling, grammar points or discourse. Language items include **short vowel sound/symbol relationships, identification of parts of speech and verb tenses and paragraphs and cohesive devices**. Grammatical terminology is taught and used. It is important for students to become familiar with such metalanguage when they analyse their own writing they can talk about why they have made mistakes.

Some topics provide an answer sheet so students can correct their work independently or in pairs. This encourages a sense of responsibility for their own learning (which may be a new concept depending on students' previous educational experiences.) Use of bilingual or monolingual dictionaries is encouraged for the same reason.

Teachers will find that quite short and simple texts can generate lots of classroom based language study that is thematically as well as linguistically related. Three or four 2 hour lessons are not too many to spend before students are ready to embark on writing their own texts.

In such thematically based study programs it becomes essential that both teacher and students keep careful records of language points covered, so that they can build sequentially on what has been learned before over a number of themes or topics. In other words, if the past tense has been 'done', this should be affirmed and noted. Later topics should provide opportunity for revision of the past tense and also to extend the students' knowledge of verb grammar in English to more complex items like the past continuous or modal verbs.

Ultimately we hope that these texts and associated worksheets will inspire teachers to develop similar material based on texts they have selected as being especially meaningful to their own students.

Readings and Resources

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MY NAME IS**Level I****Getting Started With Non-Literate Students**

These worksheets were developed for a Community ESL class of pre-literate students. Their aim is to teach letter formation and generate very simple language experience texts that can be used for reading and writing material with beginner students. See page 7 in the General Introduction for a discussion regarding introducing preliterate students to shape recognition.

The worksheets are samples only. Students will require more practice at each stage.

Preparation

Before these worksheets, pre-reading activities should include **whole word recognition** activities with flash cards, for example:

- matching the same first name
- sequencing first and second names on flashcards.

Worksheet 1:1 To teach letter formation

Make examples for the rest of the alphabet. Use a double line so students can see the height of lower letters as well as higher ones. Use dotted lines so students can trace over the letter and see their own writing.

Letters need not be taught in alphabetical sequence. For example, a student's initials may be taught first, and then other letters from their name.

Students trace and then copy individual letters. Guide the direction of the pen by giving a starting dot.

Worksheet 1:2 An example of a flashcard to teach initial word recognition

Make individual texts for each student and fill in their details.

Give each student two copies of the text, one is cut up into flashcards; the other kept as a master.

Students match the same sentence on their flashcards to the master copy.

Cut up each sentence into separate words.

Students match to master.

Students eventually should be able to sequence the sentence without the master.

Worksheet 1:3 To teach simple sentence formation

Students complete the sentence with their name.

Students trace over dotted words.

Students complete by copying from above.

Students read the sheet.

Worksheet 1:4 A very simple introduction to form filling

This activity uses a question prompt to elicit simple information. Better students could fill in a whole sentence in the bottom box.

MY NAME IS**Level I****Getting Started With Non-Literate Students*****Extension***

Writing: Illustration 1:1 (page 12) shows examples of further worksheets to follow Worksheet 1:3.

Each worksheet begins with '*My name is...*' Each worksheet text is extended with an additional sentence, building up a paragraph about '**Myself**'. The size of the letters is reduced as students become more adept at handling a pen.

Students will take varying lengths of time to proceed through these worksheets: most will need to repeat each one many times.

Introduce further worksheets adding items like age, occupation, interests and building up over a number of lessons to a longer text.

Eventually students produce their own written texts about themselves. This can be put into 'book' form and illustrated with photos of the students, their family, etc.

Illustration 1:1

Date: _____

My name is Amina

My name is Amina

I live in Richmond

I live in Richmond

Louise Tinney

Date: _____

My name is _____

I come from Laos.

I come from Laos.

I c me fr m Laos.

I co e fro Laos.

I com fro Laos.

I ome rom Laos.

I c f Laos.

I _____ Laos.

_____ Laos.

Margaret Huntington

Date: _____

My name is _____.

I come from Laos.

I live in Fitzroy.

I live in Fitzroy.

I live n F troy.

I liv in Fitzr y.

I ive i itzroy.

I li e i Fi zroy.

I e in Fitzroy.

I _____.

Margaret Huntington

Date: _____

My name is _____.

I come from Laos.

I live in Fitzroy.

I am married and have _____ children.

I am married and have _____ children.

a married an ha _____ children.

Margaret Huntington

Date: _____

My name is _____.

I come from Laos.

I live in Fitzroy.

I am married and have two children.

I have one son and one daughter.

I have one son and one daughter.

I ha o o so an o a daugh er.

I h ve ne s a ad ne daughter.

I ave ne an ad ne daughter.

Margaret Huntington

ARRIVAL IN AUSTRALIA**Level I**

The text in Worksheet 2:1 is a simplified version of a teacher's recording of a student's oral recount. It is used for reading and comprehension practice.

Worksheet 2:1 To assess comprehension

Students read the text with the teacher, then the questions.

Students match the question text with the text of the narrative and compare in order to identify the true sentences.

Worksheet 2:2 To practise reading

Students match the correct ending with the beginning of the sentence and then copy the whole sentence.

Extension

Writing: Students substitute their own countries, dates and workplaces in order to prepare their own text 'My Arrival in Australia'.

Students' own stories can then be used for language experience activities; they are scribed by the teacher; read back by the students and then used by the teacher as a basis for developing further text study material.

ARRIVAL IN AUSTRALIA**Level II**

These worksheets have been developed from a teacher written version of a student's oral text. They show how even simple texts can provide a basis for a series of lessons covering different language items and skills. The language items were selected according to the specific grammar and spelling needs of a particular class.

The worksheets were originally used with a tape of the text or the teacher can read the text aloud.

Worksheets 2:6 - 2:11 could be used by students working independently as Answersheets are provided.

Worksheet 2:3 A standardised and slightly reduced version of the original text with questions to assess reading

Students read the text and answer the comprehension questions orally.

Worksheet 2:4 / Answersheet 2:5 To practise the use of conjunctions (joining words) to achieve sentence cohesion

Students match the sentence halves and then copy the complete sentences below.

Students identify **conjunctions** and circle them in their text.

Students work through the Answersheet and write their own sentences using these conjunctions.

Worksheet 2:6 / Answersheet 2:7 To practise formation of simple past tense of regular verbs

Introduce the simple past tense of regular verbs by writing the first sentence of the text from Worksheet 2:3 on the blackboard.

Establish that the story occurred in the past and draw students' attention to the verb form.

If necessary teach the meaning of the term '**verb**'. Ask students to identify similar words to *arrived* in the text and circle them. Explain that the '**ed**' ending conveys past tense in English for many verbs.

For further notes on the simple past [ed] ending see *Cambridge English Course, Teacher's Book 1* or *English Grammar in Use*.

Students complete Worksheet 2:6 independently.

ARRIVAL IN AUSTRALIA

Level II

Worksheet 2:8 / Answersheet 2:9 A discrimination exercise to practise the varying pronunciation of the regular simple past tense verb ending

Though usually spelt 'ed', the pronunciation varies according to the sound context: for example, in *answered* the sound heard is like a 'd' in *dog* but in *asked* it's like 't' in *cat*. In *started*, we pronounce a whole syllable but the vowel sound is not clearly heard because it is not stressed (emphasised). This vowel sound is called 'schwa' (ə/) in the phonetic alphabet and pronounced like the first 'e' in *because*. As nearly all unstressed vowels are pronounced /ə/ in English whatever their spelling, it is well worth acquainting students with /ə/. *Cambridge English Course Teachers Book 1* includes more explanation.

Write 3 columns on the blackboard and head them

/ d / / t / / ə d /

Students listen to the text and identify past tense verbs. Be careful not to distort natural stress when reading aloud. It is not necessarily easy to clearly distinguish the regular past tense ending in connected speech.

Students identify the appropriate pronunciation of each verb ending and nominate in which column the teacher should list them.

Students work through the first exercise on the worksheet.

Dictate the complete text of the second exercise.

Students fill in the correct verb form and then check their work with the Answersheet.

Worksheet 2:10 / Answersheet 2:11 A cloze exercise to practise the spelling of common words

Such words carry little semantic value (meaning) in English but standard grammar requires their use in writing. These kind of words are normally unstressed in normal speech and the vowels pronounced as /ə/.

This can be a listening cloze or a reading cloze. In both cases, completion involves the student in analysing the syntax, as such words are usually unstressed and hard to hear.

Dictagloss provides a detailed explanation of a similar teaching strategy.

The missing words are at the bottom of the page. Confident students should cover the list. Less confident students should just work on one or two paragraphs, selecting from a limited answer set.

Extension

Writing: Students use text as a model and write about their own experiences after 'Arriving in Australia'.

REMEMBERING**Level II**

A sequence of lessons designed for early in a course as a 'loosening up' exercise for both discussion and writing. It prepares the students to write down their own experiences. It can also be used as an initial assessment to gauge what students have learnt previously and as a base point from which to evaluate progress.

The text was selected because it is vivid and well written. It is by a native speaker of English whose class and gender experience is analogous to many bilingual literacy learners. This avoids focussing on language 'deficit' as the only problem for our students rather than other issues that may also affect them like poverty or gender discrimination. This sequence of lessons illustrates the amounts of classwork that can be generated from one short text; and how structured language development can be integrated with expressive writing.

Preparation

Explain that the passage students are about to read is about 'early memories'.

Ask: **How far back can you remember?**
What sorts of things do you remember?
 (sensations, smells, feelings...)

Worksheet 3:1 The text with a simple comprehension cloze

Teach this vocabulary beforehand or after the first reading of Worksheet 3:1 text.

rations
chillblains
mod cons
reward

Ask the students to read the text quickly and then work out where Agnes comes from (Ireland).

Discuss the story, leading on to such issues as rural poverty, large families, modernisation, the reasons for emigration.

Students scan the text rapidly for the right answers to complete the cloze.

Worksheet 3:2 A revision test for simple past tense formation

This exercise assumes students have already been introduced to the formation of the simple past tense.

Students complete the first exercise and check their answers in pairs / with teacher.

Check if students know how to form past tense in the negative.

Write **did not** and **didn't** on the blackboard and check placement of apostrophe.

Elicit other examples of contractions.

Students complete the second exercise.

In the last item (i) the negative is formed with **never** and a positive verb.

Extension

Grammar: Discuss the impossibility of double negatives in English and explore different ways of expressing the negative (eg. positive statements with **never hardly ever**.)

REMEMBERING**Level II**

Worksheet 3:3 A comprehension exercise which initiates the *writing* process

Students re-read the text carefully for details and then complete the first 6 questions on the worksheet (briefly).

Students compose longer answers to questions 7-10.

Students write a few sentences of their own on '**Remembering**'. This should be limited to a few minutes and treated as a first draft.

Check the first draft with each student or show students how to proof read their own work.

Worksheet 3:4 A dictation and spelling test followed by a general knowledge activity

Dictation: Give the students this passage as a dictation before handing the worksheet to students. Each dictated phrase should be short and repeated as many times as is necessary. Encourage students to correct their own work.

Discuss strategies for remembering any words with which students have particular difficulties.

Spelling: Numbers: If students are not yet confident about spelling numbers, suggest they copy difficult numbers into a small notebook so they can refer to them when necessary (eg. in a bank).

General knowledge: Activities (iii) & (iv) extend the notion of literacy into its fullest sense; of 'learning about the world'. Using and understanding conventional measures of temperature are important and necessary skills.

Discuss activities (iii) and (iv) and extend as and how seem appropriate.

Worksheet 3:5 A prompt for personal writing

The questions are designed to help students develop the second draft of their '**Remembering**' composition from Worksheet 3:3.

The completion exercise which follows is another method of stimulating students to develop their own stories. The gaps are not restricted to one word. This is not a cloze but a guide or 'scaffolding' for individual composition. It need not be rigidly adhered to. Students fill in personal information.

Extension

Writing: 'Remembering': Students should use a blank page and copy out their passage from Worksheet 3:5 and then keep on going...

Grammar: Mario Rinvulcri's EFL textbooks eg. *Grammar Games* contain a number of exercises that are thematically linked to 'Remembering' and that are designed to practice different language items eg. remember + noun/gerund.

FIRST IMPRESSIONS**Level II**

An example of a teacher adapted text simplified from a newspaper article and used as a stimulus for language development.

Worksheets 4:4 to 4:7 focus on strategies for learning spelling, on grammar points and on text analysis.

Worksheet 4:1 Contextualisation and introduction of the text

Fold worksheet in half so students can only see photograph.

Class predicts possible content of article.

Students uncover caption and discuss further predictions.

Students read the passage.

Worksheet 4:2 Simple comprehension questions

Students scan text for details on Worksheet 4:1 and answer questions.

Worksheet 4:3 Inference questions

These harder questions require students to infer deeper meanings from the text and then apply these to their own experiences. Their answers act as a stimulus for, or an initial draft of their own composition.

Worksheet 4:4 A spelling study guide to help students recognise and learn the most common sound/letter correspondence in short vowels

Check students understand what a vowel is and that they can list and say the 5 English vowels. (A vowel is a sound that is made without closing the mouth or air passage in any way).

Write examples from the text in Worksheet 4:1 on the blackboard like this:



Practise saying the words.

Ask students to identify the sound associated with each vowel. Use the apple/egg/ink/orange/umbrella symbols as a prompt for classifications.

FIRST IMPRESSIONS

Level II

Complete Worksheet 4.4 which uses common and familiar words to generalise the spelling patterns.

Students brainstorm strategies for learning spelling.

List these on the blackboard eg.

1. **Remember groups of words with same sound**
2. **Memory strategies - LOOK/COVER/WRITE/CHECK/MEMORISE**
3. **Make a personal dictionary in a notebook (an address book with alpha indexed pages works well)**
4. **Practise reading & writing whenever possible.**

Students should note these strategies for later reference.

Worksheet 4:5 A simple test for spelling of short vowels

Students refer back to the text in order to identify more examples of the spelling patterns.

Dictate the simplified version of the text at the bottom of the worksheet as a cloze on short vowels.

Worksheet 4:6 A study guide to help students identify and name parts of speech, focussing on nouns

The worksheet is a sample only and could be adapted for words recently studied by a particular class. Teachers could choose more or less sophisticated examples

If students are meeting the concept of the noun for the first time, use Worksheet 4.6 as the basis for a blackboard presentation.

Students who are familiar with the concept of the noun can work directly from the worksheet.

Worksheet 4:7 To introduce the concept of the alternative past tense forms (simple and continuous)

The exercises assume students have already understood the concept of a verb and the notion of past and present tenses. They also recognise that long term residents with 'stabilised' language have a lot of passive, unformulated knowledge about language which can be activated in order to promote further language development.

The questions on the worksheet encourage the student to reflect on their existing understanding of the past simple tense and how to compare the past simple (*I thought*) and the past continuous (*I was thinking*). Encourage students to verbalise the grammatical rules.

See *Time After Time* for more explanation and further practice.

Read and discuss the first eight questions on the worksheet.

Students re-read the text (Worksheet 4:1) and try to identify as many verbs in the text as they can, circle them and list them.

Group the circled verbs on the blackboard under these categories:

Past Simple Regular / Past Simple Irregular / Past Continuous.

Point out that the past continuous is formed by *was / were* and the root of the verb + *ing*.

FIRST IMPRESSIONS**Level II**

Use questions 4 and 5 as a guide to discuss the common uses of these past tenses in narrative.

Elicit a statement from the students that describes the use of the two past tense forms, such as:

'The past simple tense is used to describe the actions of the story and the past continuous tense describes what was going on in the background or talks about an uncompleted action.'

Extension

Reading: Many printed collections of literacy or ESL student writing contain vivid accounts of 'First Impressions'. See the **Further Reading** list.

Caught In Between also includes some excellent stories presented in a more sophisticated fashion with photos. Any of these can be read in class as a stimulus for:

Writing: Students discuss, draft and develop their own accounts of their 'First Impressions';

Grammar: Further exercises discriminating between the **past simple** and **past continuous** tenses are found in *Self Access Worksheets Vol.2* and *Time After Time*.

Spelling: Introduce the rule that final 'e' is dropped before adding 'ing' to verbs eg. **hope** and **hoping**. Teachers could make more worksheets to practise this.

MORE FIRST IMPRESSIONS**Level II & III**

These narrative texts by students are ideal reading exercises to stimulate discussion and further writing.

Worksheet 5:1 A reading comprehension

Write vocabulary on the blackboard:

disembark
garland
tenement building
maypole.

Ask students to use a bilingual dictionary to check meanings.
Students read text and discuss the questions below it.

Worksheet 5:2 Another reading comprehension

This text is a direct contrast of mood to Worksheet 5:1.

Students read the text and discuss the questions.

Elicit language for introducing written statements of contrast and record on the blackboard.

For example:

On the other hand...
Contrary to...
unlike...
whereas...

Students write some sentences to summarize the differences between the two experiences.

Extension

Writing: Students' 'First Impressions'.

THE COUNTRIES WE CAME FROM**Level II**

In this topic a model text provides information about Australia in a very simple report format.

Students use this model to produce their own text.

Students need to use the index in an atlas, which provides practice in alphabetical order.

Using an index also develops an understanding of layout of information texts and specifically the value of different type faces.

This exercise can follow **More First Impressions** where contrasts have been made between the student's country and Australia; however these are factual rather than impressionistic and the genre here is explanation rather than anecdote.

Preparation

Introduce the concept of an **atlas**. If students are quite unfamiliar with maps a globe of the world is also of interest.

Look up Australia in the **atlas index** and find the page number.

Look at a map of Australia and find the capital cities of the states.

Students to look up their own city and the capital cities of their countries of origin and then locate them on the map.

Spend time exploring the atlas.

Ascertain where **bold type** or **capital letters** have been used on the map, eg. to designate capital cities. Teach these terms.

Introduce vocabulary:

- climate*
- tropical*
- north*
- south*.

Worksheet 6:1 To collect information for a report

Students read the text on Australia.

Ask:

- What's the capital of Australia?**
- What's the main language of Australia?**
- What's the climate like in Australia?**
- What's the population of Australia?**

Use the text to complete a model grid on the blackboard.

Students fill in the grid on the worksheet and complete the cloze.

Students work in pairs with the atlas to locate each other's country and its capital city.

Students add information on their own and their partner's country to their grid. They can also check in the atlas.

Students adapt the model text on Australia in order to produce a short text on their own country, and then show this to their partner.

The whole class combines the information from the worksheets in order to produce a large grid on a wall chart comparing the whole class's countries of origin. They may wish to add more columns for new categories. (These are also useful terms for students to learn.)

THE COUNTRIES WE CAME FROM

Level II

Worksheet 6:2 To practise formation of adjectives of nationality

Discuss the differences between a noun and an adjective.

Students complete individually.

Extension

Writing: 'A poster about your country'

Group students into single nationality groups or maybe into groups of students from the same continent.

Students pool their information and texts to create a wall poster, including a map.

MEMORIES**Level II & III**

These narratives are used to introduce and practise the conventions of paragraphing and the order of presentation of information within a text. They are adapted from standardised student narratives.

Worksheet 7:1 To teach paragraphing

Introduce the text by telling students they will read a description of a reunion.

Elicit or look up meaning of vocabulary that may cause difficulty, eg.

reunion

recognise

plait

Students read versions A and B.

Discuss the readability of the same text presented with or without paragraphing.

Worksheet 7:2 An enlarged version of the text to teach the function of the paragraph

Ask students to cover the notes in the right hand margin while re-reading text.

Ask students to identify the main points in each paragraph. This encourages awareness of the organisation of ideas into paragraphs.

Write the class's version of the main points on the blackboard.

Students uncover the right hand column.

Compare with the main points on the blackboard.

Worksheet 7:3 / Answersheet 7:4 To teach awareness of the order of paragraphs

Students cut up text and sequence paragraphs.

Students compare results and discuss how they decided on the correct sequence.

Compare with the original version (Answersheet 7:4).

Worksheet 7:5 / Answersheet 7:6 To practise identifying the main points and hence the boundaries of each paragraph

Introduce the topic of **Memories** related to war experiences.

Students read text, discuss and then write answers to the questions.

Students cut up text into paragraphs in groups and then compare with other groups and Answersheet 7:6. There is no 'correct' answer.

Extension

Writing: Students write about their experiences of 'Reunion' or 'An Embarrassing Experience' or 'Experience of War' or 'Memories of a Frightening Experience' using the texts as a stimulus. However, teachers need to be sensitive that in some cases the issue is too emotionally loaded to be dealt with in a literacy class.

Writing by Tricia Hedge presents further ideas for practising paragraphing cohesion and overall text structure, including practice in including direct speech in a narrative.

MILK, BREAD AND SHOES**Level II & III**

This topic is based on a small photographic exhibition entitled "Milk, Bread and Shoes." Accompanying the photographs are transcripts of the thoughts on migration of three generations of women from a family from seven different ethnic communities. The exhibition is available for loan from the Victorian Ethnic Affairs Commission. Alternatively, students could bring in their own family photos or the teacher could find some other visual stimulus. (*The Family of Man* has some classic photos.)

Students have identified very strongly with such photos and the women's stories in the exhibition. As the stories were so similar to their own experiences, it was possible for them to predict the text after seeing the photos and reading the first half of the captions. The writing processes outlined in the worksheets works through various stages of the drafting process. Tricia Hedge in *Writing* calls them: 'composing'; 'crafting'; 'improving'.

Preparation

A discussion eliciting words and ideas about immigration precedes the exercises (eg. the hardships, the early days, the differences between a grandmother's experiences and a granddaughter's.)

Write on the blackboard:

What can you remember about :

leaving your country?

why you left your country?

what life was like in your country?

arriving in Australia?

Students jot down some ideas individually (this can be done in their first language.)

Students share their ideas in a small group and extend/translate their own notes. These will become the first draft (composing) of 'My Experience of Migrating to Australia'.

Worksheet 8:1 For students to relate their own experiences to the language used in Worksheet 8:2 text

In exercise A students select their preferred endings to the sentences (which are taken from the original caption to the photos.)

Students complete their own captions in exercise B.

MILK BREAD AND SHOES**Level II & III**

Worksheet 8:2 The text and a short comprehension exercise leading to a second draft

Read with students and compare their predictions from Worksheet 8:1 to the original.

Students answer comprehension questions.

Ask students to identify and highlight all the words and phrases in the text that add atmosphere and make the story alive.

List them on the blackboard like this:

'Like a dream' describes coming to Australia

Some of these are **adjectives** and **adjectival phrases**.

Students write their second draft (**crafting**), by expanding the first draft and using adjectives and adjectival phrases to elaborate and animate their story. Students should write this draft on every second line and leave a good margin to allow for later proofreading. At this stage they shouldn't worry too much about accuracy.

Worksheet 8:3 A cloze exercise to revise **simple past tense formation**

Students complete the worksheet.

Students commence their final draft (**improving**) by checking the second draft, especially to see if they have used the correct verb form.

Worksheet 8:4 A cloze exercise to revise spelling of **short vowels**

Students complete the worksheet.

Students proofread their draft for **spelling** and **punctuation**, paying particular attention to **short vowels**.

Students read their corrected draft to a partner. The partner's task is to listen carefully and ask questions about any unclear statements.

Students revise their writing and prepare the version to hand in.

Extension

Writing: Students write to a friend or relative overseas advising them to immigrate or not.

GENERATIONS

Level III

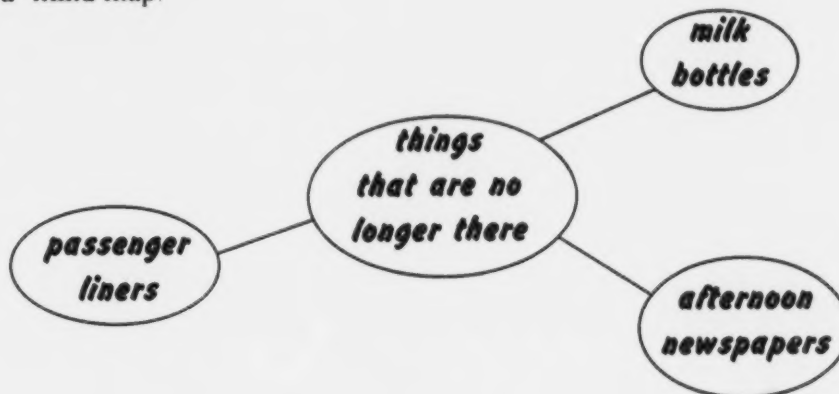
Two texts (Worksheets 9:1 & 9:2) and a stimulus sheet (Worksheet 9:3) used to get writing started with more advanced students. This topic works well early in a course, because everyone has something to contribute.

Text 9:1 is an 'authentic' personal narrative; text 9:2 in contrast, is an exposition of a point of view.

All three worksheets could stimulate composition in a range of text types: recipes or other procedures; simple impersonal descriptions (of tools and machinery) perhaps accompanied by a diagram; and so on.

Worksheet 9:1 A stimulus text

Students skim through text. Record the ensuing discussion on the blackboard, perhaps through a 'mind map.'



Students write their own mind map and share their ideas with the class.

Use the notes around the text to stimulate further discussion, leading to composition: probably, but not necessarily, a personal narrative.

An alternative methodology is to use non-verbal stimuli (pictures, or perhaps objects ...\$2.00 note?) to stimulate brainstorming around the topic of things that are no longer there. Present the text after the discussion.

The text lends itself to past tense identification and practice exercises.

Students use a highlighter pen to identify **past tense** verbs in the text and list in 2 columns, **regular** and **irregular**.

Introduce or revise appropriate grammatical structures in context, for example the structure **remember + noun/gerund; used to + infinitive**.

Practice grammatical structures throughout the writing stage.

GENERATIONS**Level III**

Worksheet 9:2 A simple expository text

This text stimulates a less personalised discussion of past practices in housekeeping and then a comparison with modern practices.

Teach the language of contrast and comparison. Apart from comparative forms of adjectives, this involves conjunctions and discourse markers like:

However...

Similarly...

Just as...

Whereas...

Writing Matters, *Ways of Writing* and *Self Access Worksheets*, among others, provide suitable material for exercises that prepare students to write a simple report comparing two things.

Present the worksheet. Students skim through for the gist.

Ask students to locate and circle or highlight markers of contrast in the text.

Students summarise the writer's argument by identifying the main point in each paragraph.

Compare the style and organisation of the extract on Worksheet 9:1 (personal, linear) with Worksheet 9:2 (impersonal, analytic).

Students write a simple report on housework 'Then and Now'.

Worksheet 9:3 A stimulus for composition

An example of a teacher prepared worksheet for a higher level class, where handwriting rather than wordprocessing the worksheet is more effective.

Use discussion around the prompts to stimulate ideas for writing. This could encompass different styles and genres like procedural, factual or even argumentative eg... 'Is Life Better Today?' as well as personal narrative.

Extension

Writing: Further personal writing can be stimulated in the same ways on related topics: 'Memories of Food'; 'Traditional Holidays'...

This can be extended to other genres: recipes and processes for preserving food; comparison of eating and cooking customs in different countries and so on.

Social knowledge/Australian studies: The differences between men's & women's work (including conditions and remuneration; both domestic and in other contexts) can be further explored. This leads to reading of statistics and graphical materials; discussion; and composition in a variety of genres. Other topics include changing workforce patterns and their consequences (eg. childcare arrangements, 'house husbands'), wages for housework, equal opportunity, consequences of New Technology. The Age, Womens Weekly and Australian studies texts all provide current material.

Health and nutrition, including cross-cultural comparisons, medicines and remedies, are other productive topics, for both writing and further study.

MY NAME IS

A a A a A a

A a A a A a

A

a

B b B b B b

B

b

MY NAME IS

Date: -----

65

66

My name is Hop

I live in Fitzroy

My phone number is 4193744

MY NAME IS

My name is _____.

_____.

My n_me is _____.

My nam_ is _____.

My name _s _____.

M_ n_ m_ _s _____.

MY NAME IS

What's your name?

1. My name is _____

1. _____

What's your address?

2. My address is _____

2. _____

What's your phone number?

3. My phone number is _____

3. _____

Now write about yourself:

1. _____

2. _____

3. _____

ARRIVAL IN AUSTRALIA

Teresa arrived in Australia on 24th February 1956. She came from Italy. After a few months she decided to look for a job. She found a job and started work in a children's clothing factory. She worked there for eight months.

Tick (✓) the true sentences.

- ① *She arrived in Australia in 1956.*
- ② *She came from Italy.*
- ③ *She worked in a factory.*
- ④ *She worked in a shoe factory.*
- ⑤ *She worked in the factory for two years.*

ARRIVAL IN AUSTRALIA



for eight months.

in a children's clothing factory.

Australia in 1956.

Italy.



Teresa arrived in

She came from

She started work

She worked there

71

70

ARRIVAL IN AUSTRALIA

Reading

1. Read the story.
2. Answer the questions.

I arrived in Australia on 24th February 1956. I was young and very happy. I thought Australia was much nicer than I had expected. After a few months I decided to look for a job, and that was when the troubles started. The language was the biggest problem.

Everywhere I went the first thing they asked was if I spoke English. When I answered "No", they said, "I am sorry girl, no job for you". That's when I began to feel unhappy. I thought it was very hard to speak English and I had no hope of finding a job.

With no experience in a new country, and far away from home, I started to think of my family more and more every day. As the years went by I started to learn a bit of English. I found a job and started to work in a children's clothing factory. I worked there for eight months. I was very happy. The people there were very friendly. When everything started to go smoothly ten of us had to leave because there was not enough work. I stayed home for a few months until I found my next job.

Look at these questions. Discuss the answers together.

- ① What did she think of Australia when she first arrived ?
- ② Why did her 'troubles start' when she started to look for a job?
- ③ Was her experience of her first job like yours ?

ARRIVAL IN AUSTRALIA

Joining Words

1. Read worksheet 2:3 again.
2. Match one idea from A to one idea from B to make true sentences.
3. Copy the complete sentences underneath.

A	B
1. When she arrived in Australia	a. she began to feel unhappy.
2. She tried to find a job	b. started to work in a children's clothing factory.
3. When she realised it was very hard to learn to speak English	c. because there was not enough work.
4. She found a job and	d. she was young and very happy.
5. She had to leave her job	e. but they always wanted someone who could speak English.
6. She stayed home for a few months	f. until she found her next job.

- ① _____
- ② _____
- ③ _____
- ④ _____
- ⑤ _____
- ⑥ _____

ARRIVAL IN AUSTRALIA

Joining Words - Answer Sheet

A	B
1. <u>When</u> she arrived in Australia	d. she was young and very happy.
2. She tried to find a job	e. <u>but</u> they always wanted someone who could speak English.
3. <u>When</u> she realised it was very hard to learn to speak English	a. she began to feel unhappy.
4. She found a job <u>and</u>	b. started to work in a children's clothing factory.
5. She had to leave her job	c. <u>because</u> there was not enough work.
6. She stayed home for a few months	f. <u>until</u> she found her next job.

Words like because
and
but
when
until are used to join 2 ideas to make longer sentences.

We call them **conjunctions**. Look back at your sentences on Worksheet 2:4 and **circle the conjunctions**.

Now look at the sentences below. Can you find some other conjunctions? Circle the conjunctions.

- ① After I had been in Australia a few months, I decided to look for a job.
- ② The troubles started when I decided to look for a job.
- ③ I felt very unhappy when I couldn't find a job.
- ④ As the years went by, I started to learn a little English.

Now you write some sentences using these conjunctions.

ARRIVAL IN AUSTRALIA

Past Tense

1. Read the story on Worksheet 2:3 again. Decide whether the story is in the past or in the present.
2. Tick (✓) the correct word in the boxes in the story below.

I arrived
arrive in Australia on 24th February 1956. I was young and very happy. I thought Australia was much nicer than I had expected. After a few months I decide
decided to look for a job, and that was when the troubles started.
start. The language was the biggest problem.

Everywhere I went the first thing they ask
asked was if I spoke English.

When I answer
answered "No," they said, "I am sorry girl, no job for you."

That's when I began to feel unhappy. I thought it was very hard to speak English and I had no hope of finding a job.

With no experience in a new country and far away from home, I start
started to think of my family more and more every day. As the years went by I started
start to learn a bit of English. I found a job and started
start to work in a children's clothing factory. I worked
work there for eight months. I was very happy. The people there were very friendly. When everything start
started to go smoothly ten of us had to leave because there was not enough work. I stay
stayed home for a few months until I found my next job.

ARRIVAL IN AUSTRALIA

Past Tense - Answer Sheet

Check your answers from Worksheet 2:6.

I **arrived** in Australia on 24th February 1956. I was young and very happy. I thought Australia was much nicer than I had expected. After a few months I **decided** to look for a job, and that was when the troubles **started**. The language was the biggest problem.

Everywhere I went the first thing they **asked** was if I spoke English. When I **answered** "No," they said, "I am sorry girl, no job for you". That's when I began to feel unhappy. I thought it was very hard to speak English and I had no hope of finding a job.

With no experience in a new country and far away from home, I **started** to think of my family more and more every day. As the years went by I **started** to learn a bit of English. I found a job and **started** to work in a children's clothing factory. I **worked** there for eight months. I was very happy. The people there were very friendly. When everything **started** to go smoothly ten of us had to leave because there was not enough work. I **stayed** home for a few months until I found my next job.

ARRIVAL IN AUSTRALIA

Spelling - Past Tense Word Ending

1. Look at these words from the story on Worksheet 2:3 and listen to your teacher say them:

arrive	arrived
answer	answered
stay	stayed
ask	asked
work	worked
decide	decided
start	started

They sound as if they end with /t/ /d/ or /əd/.
 But the spelling at the end of the word is usually 'ed'.
 If the word already ends in 'e', we only need to add 'd'

Now repeat them to yourself, or discuss with a partner. Which words sound /t/ /d/ or /əd/ ?

Make a note on the table above.

2. Write the correct form of the verb in the spaces.

I _____ in Australia on 24th February 1956. After a few months I _____ to look for a job and that's when the troubles _____. Everywhere I went the first thing they _____ was if I spoke English. When I _____ "No", they said, "I am sorry girl, no job for you." I finally found a job in a children's clothing factory and _____ there for eight months. When I left that job I _____ home for a few months until I found another job.

ARRIVAL IN AUSTRALIA

Spelling - Past Tense Word Ending Answer Sheet

1. Here are the past tense endings. They may sound as if they end with a /d/ /t/ or /ə d/ but the spelling at the end of the word is usually 'ed'. If the word already ends in 'e', you only add 'd'

Can you hear the different sounds?

arrive	arrived	
answer	answered	/d/
stay	stayed	
ask	asked	/t/
work	worked	
decide	decided	/ə d/
start	started	

2. Now check your answers on Worksheet 2:8.

I arrived in Australia on 24th February 1956. After a few months I decided to look for a job and that's when the troubles started. Everywhere I went the first thing they asked was if I spoke English. When I answered "No," they said, "I am sorry girl, no job for you". I finally found a job in a children's factory and worked there for eight months. When I left that job I stayed home for a few months until I found another job.

ARRIVAL IN AUSTRALIA

Spelling

1. Read the story again.
2. Write in the missing words.
The words you need are written below the story.

I arrived _____ Australia on 24th February 1956. I _____ young _____ very happy. I thought Australia _____ much nicer _____ I had expected. After _____ few months I decided to look _____ _____ job _____ that _____ when _____ troubles started. The language _____ _____ biggest problem.

Everywhere I went _____ first thing they asked _____ if I spoke English. When I answered "No," they said, "I _____ sorry girl, no job _____ you." That's when I began _____ feel unhappy. I thought it _____ very hard _____ learn English I _____ no hope _____ finding _____ job.

With no experience _____ _____ new country _____ far away _____ home, I started _____ think _____ my family more _____ more every day. As _____ years went by I started _____ learn _____ bit _____ English. I found _____ job _____ started _____ work _____ _____ children's clothing factory. I worked there for eight months. I _____ very happy. The people there _____ very friendly. When everything started _____ go smoothly ten _____ _____ had _____ leave because there _____ not enough work. I stayed home _____ _____ few months until I found my next job.

<i>in</i>	<i>was</i>	<i>and</i>	<i>had</i>	<i>a</i>	<i>for</i>	<i>than</i>
<i>the</i>	<i>am</i>	<i>to</i>	<i>of</i>	<i>from</i>	<i>were</i>	<i>us</i>

ARRIVAL IN AUSTRALIA

Spelling - Answer Sheet

I arrived in Australia on 24th February 1956. I was young and very happy. I thought Australia was much nicer than I had expected. After a few months I decided to look for a job and that was when the troubles started. The language was the biggest problem.

Everywhere I went the first thing they asked was if I spoke English. When I answered "No," they said, "I am sorry girl, no job for you." That's when I began to feel unhappy. I thought it was very hard to learn English and I had no hope of finding a job.

With no experience in a new country and far away from home, I started to think of my family more and more every day. As the years went by I started to learn a bit of English. I found a job and started to work in a children's clothing factory. I worked there for eight months. I was very happy. The people there were very friendly. When everything started to go smoothly ten of us had to leave because there was not enough work. I stayed home for a few months until I found my next job.

REMEMBERING

When I was about five, I remember well, my father had to work hard to support a wife and thirteen children. We did not have much to eat. We gave away our rations of butter in return for clothes. There was one job I had to do, and that was to pick up the milk. The weather was very cold at the time; about four degrees below zero. My fingers were giving me a lot of trouble, with chilblains. I would come home crying.

Then there was bath time. We would all stand around naked, waiting our turn. There would be a fight as to who went first. By the time the last one got there, the water would be black after everyone had their bath. We did not have all the mod cons at that time. Through all the hard times we were still a very close family and we grew up a very loving family.

As time went by I started work at the early age of twelve. Though life was hard, it had its rewards, especially when we went to the market with Dad. It was a great treat. It usually took most of the day. We had plenty of fruit to eat. We would come home with lots more eggs, fruit, sweets. Funny, we always met someone we knew. It could be one of our relations or a friend. But whoever it was, they always came home with us and had a cup of tea.

Anyway, as time went by I met up with Richard, my husband. We got married. And there it started; the idea of going to Australia. We had talked about it for a long time. Yes, when the emigration department gave us the okay to go to Australia, that was the best thing that ever happened to me.

Agnes Reilly

Fill in the gaps:

When I was about five, my father had to work _____ to support a wife and thirteen _____. We did not have much to _____. At bath time we all used the same _____. The water would be _____ after everyone had their _____. We were still, through all the hard times, a very close and loving _____.

REMEMBERING

Grammar

Can you remember the past tense?

- | | |
|------------------------------------|---------|
| ① My father _____ very hard. | [work] |
| ② We _____ away our butter. | [give] |
| ③ I _____ up the milk. | [pick] |
| ④ I _____ home crying. | [come] |
| ⑤ We _____ a very close family. | [are] |
| ⑥ I _____ work at the age of 12. | [start] |
| ⑦ We _____ to the market with Dad. | [go] |
| ⑧ We always _____ people we knew. | [meet] |
| ⑨ We _____ married. | [get] |
| ⑩ We _____ about emigration. | [talk] |

Re-write these sentences with *didn't*.

- ① eg. My father didn't work very hard.
- ② We _____ away our butter.
- ③ I _____ up the milk.
- ④ I _____ home crying.
- ⑤ I _____ work at the age of 12.
- ⑥ We _____ to the market with Dad.
- ⑦ We _____ married.
- ⑧ We _____ about emigration.
- ⑨ We _____ people we knew.

REMEMBERING

Questions

Can you answer these questions?

1. What is the writer's name?

2. How many children in the family?

3. What was her first job?

4. What did they buy at the market?

5. What is her husband's name?

6. What country are they from? (work this one out!)

More difficult questions. (Answer on a piece of paper.)

7. Why did she come home crying after picking up the milk?

8. Why did she like going to the market?

9. What happened after the market?

10. Why was coming to Australia good for her?

Now can you write some sentences about remembering.

REMEMBERING

Spelling

- ① Dictation. Correct your work please

*My father had to work very hard. He had thirteen children.
We were very poor. I had to pick up the milk.
In winter it was very cold. I came home crying.*

- ② Can you spell these numbers?

4 _____

13 _____

5 _____

12 _____

8 _____

20 _____

- ③ Can you read the temperature?

28° _____

10° _____

0° _____

-4° _____

-36° _____

- ④ Measuring the temperature.

Do you know the temperature today? _____

Find out how hot it is in summer. _____

And in the freezer, how cold is it? _____

How hot is boiling water? _____

REMEMBERING

Writing

Now can you answer some questions about yourself?

1. How many children are there in your family?
 2. Were you rich or poor when you were a child?
 3. What jobs did you have to do?
 4. Did you have any 'mod cons'?
 5. Have you ever had chilblains? When?
 6. How old were you when you started work?
 7. How old were you when you come to Australia?
 8. Do you think it is more important to be happy or to be rich?
-

Use your answers to the questions to complete this passage.

I was born _____
In my family we were _____
We lived in a _____
When I was a child, I had to _____
I started work when I was _____
I came to Australia when _____
In Australia I lived _____
and I worked _____

Now you write some more about "Remembering".
Use the passage above to start, if you want.

FIRST IMPRESSIONS



Read this passage.

The family arrived from Vietnam with only one spare set of clothes each and spent their first few months in hostels. Mr Le remembered the bus trip from the airport to Nunawading. "I was looking out of the window and thinking it looked very pleasant. It was about 6 o'clock in the morning and all the brick houses were catching the sun. I thought they were very close together, but nice all the same.

Then I realised that the houses were closed up. There were no open doors as there would have been at home. I thought that was very odd. What could the people be doing inside?"

FIRST IMPRESSIONS

Answer these questions.

1. Where did the family come from?

2. Where did they go first?

3. What did Mr Lee think first?

4. What did he think after that?

5. Were the houses closed or open?

6. What time was it?

FIRST IMPRESSIONS

Answer these (more difficult) questions.

1. Why did they only bring one set of clothes?

2. Why were all the houses closed up?

3. Are houses closed up in Vietnam? _____

Why not? _____

4. Did you stay in a hostel when you arrived in Australia?

5. What did you think when you first arrived?

6. What differences did you notice between your country and Australia?

Now can you write a little about your first few days in Australia?

FIRST IMPRESSIONS

Spelling Study - Vowels

Fill in the right vowels.



Sort these words into the correct list

up and end it as ill under us enter in
on cup got rub off wet add fun get is

Can you complete these words?



h__t

sh__



c__

pean__t



p__

b__ttle



__rrow

f__r__st



l__ps

d__ck



k__ttle

p__n



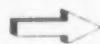
FIRST IMPRESSIONS

Spelling Study - Vowels

Try and find another word from the original story with similar sounds and spelling for each balloon.

For example:

sun
bus



Nunawading

set
spent



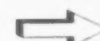
trip
thinking
it



odd
clock



family
that



Say the words to another student and check that they sound the same.

Dictation. Cover the top of this worksheet.

Can you remember these words?

The f_____ arrived from Vietnam. They had one s_____ of clothes. Mr. Lee remembered the b_____ t_____. "I was th_____ It looked pleasant. _____ was 6 o'clock. The houses looked very nice in the s_____, but they were very close together. Th_____ was ____d. And the people were all inside.

so

FIRST IMPRESSIONS

Grammar Study: Parts of Speech - Nouns

When we talk about language we can sort words into groups. For example, one group of words are called **nouns**.

Nouns are names of **things** that we can see, or hear, or smell, or imagine.

1. Which of these words is a **noun**? Circle it.

the / is / book / sit

2. Now circle the **nouns**

a. up / table

d. is / pain

b. man / out

e. green / house

c. speak / shoe

f. tired / yawn

3. Now read the story about **First Impressions** again.
Find and circle all the **nouns**. Work with a partner.

4. Now write a sentence using each one.

FIRST IMPRESSIONS

Grammar Study: Past Tense Verbs

Another group of words is called **verbs**. **Verbs** are words which express actions, or tell us that someone is doing something or feeling or thinking something.

1. Which of these words is a **verb**? Circle it.

the / write / letter / pen

2. Can you find the **verbs** in the story on Worksheet 4:1? Circle them.
3. What **time** are the **verbs** referring to? Why?

4. Some of the **verbs** end in '-ing' eg: *I was **looking**.*
Make a list of all the **verbs** with '-ing' that you found.

5. We use the **verbs** with '-ing' like this:

I was looking out of the window.. and thinking all the brick houses were catching the sun...

We use **was** or **were** together with the **verb** with '-ing'

eg: *I was thinking*
They were looking.

Do you know what this tense is called? _____

Now compare these 2 sentences from the story:

I was looking out the window and I was thinking it looked very pleasant.
It was about 6 o'clock in the morning. I thought the houses were very close together.

MORE FIRST IMPRESSIONS

A student is writing of her first experience of Australia.

The ship disembarked at the Port of Fremantle. While the cargo was unloaded we were allowed to leave the ship for a few hours.

It was a terrific feeling to walk on dry land again. Nearby there was a little park, with big trees and the most brilliant green lawn we had ever seen. To our great surprise people were walking on it. We didn't dare step on it. First we looked for a sign, something we were used to in our former country, Hungary. The sign used to say: 'Stepping on the lawn is strictly prohibited'. After careful consideration we followed the others and settled down on the lawn. We felt like we were in a dreamland.

The children were hungry, so my husband went to get something to eat. He came back with sandwiches and a few bananas, as our finances were very limited - practically zero. I opened the sandwiches and looked at the fillings.

"What is this black stuff?"

"It is an Australian specialty called Vegemite".

The children loved it. That was our first and best picnic in our new country.

After looking around, we had to go back to the ship. My husband went to buy some fruit for the children. Shortly he appeared with a banana garland hanging on his neck. He told me that the fruiterer wanted to sell him some green bananas, but I told him, "I want some nice ripe golden-brown bananas". Little did we know that by next day we would have to chuck them overboard. They all turned black. He should have trusted the shopkeeper.

After we reached our final destination, Melbourne, we went out to look around. The houses seemed very small. We came from Budapest and we were used to large tenement buildings. But we were delighted to see that every house had a well cared-for garden with such beautiful shrubs and flowers that we had never seen before. And most of the streets were lined with large trees, blossoming, some red, some blue. They seemed to us like maypoles, decorated with giant bouquets of flowers. We took it as a welcoming sign especially for us.

Later we looked at the shops and were amazed to see the plentiful fruit and fresh vegetables neatly displayed. I was thinking back: in our former country, if we could buy one orange, we all six children gathered around our mother who handed us one piece of it. I doubt that there was one left over for her.'

Were her impressions positive or negative?

What are the two stories she tells us?

Do you have any stories from your first days in Australia?

MORE FIRST IMPRESSIONS

Now read a different story.

'My first impression of Australia was shocking in contrast to Sweden. Anxiety, confusion, depression, etc., nearly always. My feeling was that I had really crossed the globe and landed upside-down.

After a long, exhausting and horrendous voyage - anxious to know how and where we were going to settle - the bureaucrats from the Immigration Department - gloomy, slow moving, checking and re-checking without a smile to make us welcome - kept us on the ship. At nightfall we were let out and our friends' friend took us by a taxi to his flat. The drive seemed never-ending.

My first impression of Melbourne was not unlike a huge village on a far-removed island - improvised, temporary, forced settlement. The buildings looked like shacks, with broken iron roofs and fences. Few lights, far between - empty streets, no pedestrians, not even a dog. Desolate - depressing - strange.'

How are her impressions different from the writer of the first story?



What were your first impressions?

Who did you come with?

What happened on the first day?

Were your impressions positive or negative?



How did you come?

Where did you go first?

THE COUNTRIES WE CAME FROM

Read this passage.

Australia is a large country with a small population, only 17 million. The main language is English. Most people live in the capital cities:- Melbourne, Sydney, Brisbane, Perth, Adelaide, Hobart, Darwin and Canberra. Canberra is the capital of the whole country. Australia is a large country, therefore the weather ranges from very cold to very hot and tropical.

Country	Capital City	Language	Climate	Population
Australia				

Fill in the gaps.

Australia has a _____ population.

The people of Australia speak _____.

The climate ranges from _____ in the South to _____ in the North.

The capital of the country is _____.

Now write about your country. Can you add more information?

THE COUNTRIES WE CAME FROM

Adjectives of Nationality

Fill in the table.

Country	Nationality (Language)
Spain Turkey	Spanish Turk _____
Macedonia Russia	Macedonian Russ _____
Vietnam China	Vietnamese Chin _____

Write the adjective for people who come from the countries below.

Italy _____

Hungary _____

England _____

Armenia _____

Lebanon _____

India _____

Egypt _____

Argentina _____

Poland _____

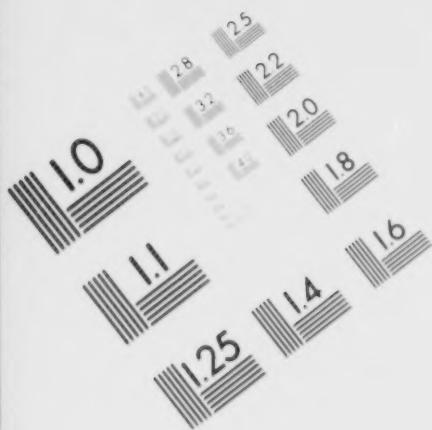
Japan _____

And what about these?

Greece _____

America _____

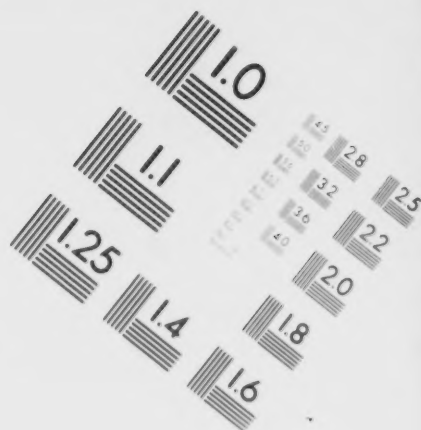
El Salvador _____



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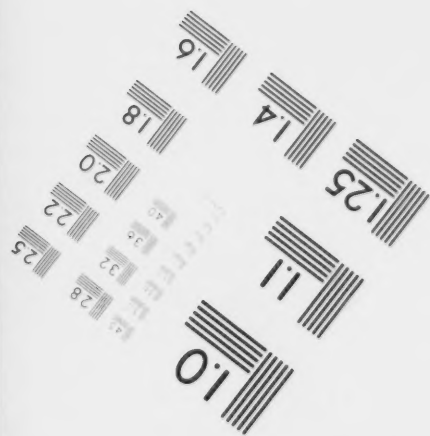
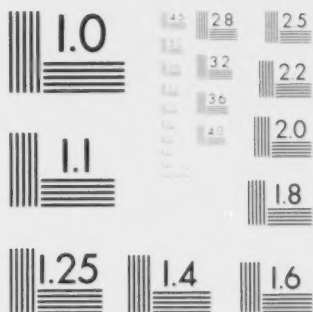
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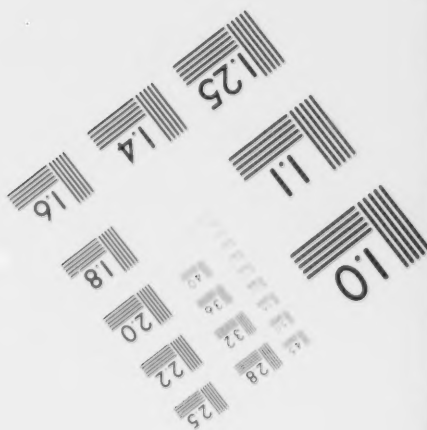
Centimeter



Inches



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Read both texts. Which one do you prefer? Why? (Discuss your answers together.)

①

When I met my sister after the war, I hadn't seen her for seventeen years. It was a very sad and funny reunion. My husband and my brother went to pick up my sister and her family from the airport. I couldn't go because my child was sick. At the airport my sister mistook my husband for my brother. Then when she arrived at my house, my girlfriend was with me. My sister ran to her calling my name and saying, "I wouldn't have recognised you if I had seen you on the street." I didn't know what to do, to cry or to laugh. Everybody in the room went very quiet. I ran to my sister calling, "I am your sister Rosa. Don't you recognise me?" Then she said to me, "I remember you as a little girl with long black plaits. That was the picture I was carrying in my mind all these years."

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②

When I met my sister after the war, I hadn't seen her for seventeen years. It was a very sad and funny reunion. My husband and my brother went to pick up my sister and her family from the airport. I couldn't go because my child was sick.

At the airport my sister mistook my husband for my brother. Then when she arrived at my house, my girlfriend was with me. My sister ran to her calling my name and saying, "I wouldn't have recognised you if I had seen you in the street." I didn't know what to do, to cry or to laugh.

Everybody in the room went quiet. I ran to my sister calling, "I am your sister Rosa. Don't you recognise me?" Then she said to me, "I remember you as a little girl with long black plaits. That was the picture I was carrying in my mind all these years."

Reunion

MEMORIES

98

MEMORIES

Reunion

1. Read this story again.
2. Notice how the text is organized
How many paragraphs are there? _____
3. The beginning of the paragraph is **indented**: it starts in a little from the margin.

The notes describe what is happening in each paragraph.

When I met my sister after the war, I hadn't seen her for seventeen years. It was a very sad and funny reunion. My husband and my brother went to pick up my sister and her family from the airport. I couldn't go because my child was sick.

} - **met sister after 17 years**
- **at the airport**

At the airport my sister mistook my husband for my brother. Then when she arrived at my house, my girlfriend was with me. My sister ran to her calling my name and saying, "I wouldn't have recognized you if I had seen you in the street." I didn't know what to do, to cry or to laugh.

} - **she mistook husband for brother and friend for me**

Everybody in the room went quiet. I ran to my sister calling, "I am your sister Rosa. Don't you recognize me?" Then she said to me, "I remember you as a little girl with long black plaits. That was the picture I was carrying in my mind all these years."

} - **told her who I was**
- **her memory**

MEMORIES

An Embarrassing Experience

The paragraphs in this story are in the wrong order.
Cut along the dotted lines and put them in the right order.
Compare your answers with your partner's.



Since my wife understood very little of what the woman said, all she said was, "Mmm mmm," and so the conversation went on and on. Then finally the lady said how sad it was as her sister had been so young and beautiful. My wife said, "That's all right, that's all right." When my wife realised by the astonished look on the woman's face that she had said the wrong thing; she quickly said, "Sorry, sorry, me no speak English." The woman just said in an embarrassed tone, "I should say so."



They told her not to worry and that all you have to say when someone speaks to you is, "That's all right, that's all right." Since most of her clientele were new Australians, mostly from Eastern Europe, except for an occasional Australian, she didn't have many problems.



When we arrived in Australia, my wife, being a hairdresser, tried to find a job in her profession. However, since she couldn't speak English she couldn't get one. As she was desperate for a job she was advised by her relatives to open a salon. She said, "How can I manage a salon when I can't speak English?"



One day an Australian woman came in, asking her to do her hair and my wife said, "That's all right, that's all right." While she was doing her hair the lady started talking to her, saying that her sister had died and she was going to the funeral.



MEMORIES

An Embarrassing Experience - Answer Sheet

When we arrived in Australia, my wife, being a hairdresser, tried to find a job in her profession. However, since she couldn't speak English she couldn't get one. As she was desperate for a job she was advised by her relatives to open a salon. She said, "How can I manage a salon when I can't speak English?"

They told her not to worry and that all you have to say when someone speaks to you is, "That's all right, that's all right." Since most of her clientele were new Australians, mostly from Eastern Europe, except for an occasional Australian, she didn't have many problems.

One day an Australian woman came in, asking her to do her hair and my wife said, "That's all right, that's all right." While she was doing her hair the lady started talking to her, saying that her sister had died and she was going to the funeral.

Since my wife understood very little of what the woman said, all she said was, "Mmm mmm," and so the conversation went on and on. Then finally the lady said how sad it was as her sister had been so young and beautiful. My wife said, "That's all right, that's all right." When my wife realized by the astonished look on the woman's face that she had said the wrong thing, she quickly said, "Sorry, sorry, me no speak English." The woman just said in an embarrassed tone, "I should say so."

MEMORIES

1. Read the story below.
2. Answer the questions on a piece of paper. Discuss your answers with a partner.
3. Now try to organize the story into paragraphs.

Use  to cut the text into paragraphs. Read the text again.

Compare your text with your partners'.

The actual resistance fighting in my town was already over on the third day of the war. On the morning of the fourth day all was quiet; no more running to shelters, just waiting for something to come, but nobody knew what. But the stillness which hung over the town was disturbing. The people couldn't go anywhere or do anything. It was the same in our house, we spoke softly, and we hardly ever moved around. We were worried about our family. They lived only a few streets away from us. My grandmother lived alone since my grandfather had passed away. She lived in the main street of the town. I told my parents that I would like to go to see my grandmother, but the answer was, "No, it is too dangerous to be on the streets now." The streets were full of German soldiers. I left our house when nobody noticed me leaving. I ran all the way to my grandmother's house. Thanks to God she was home and well. My grandmother was pleased to see me, but at the same time angry with me, because I had risked being caught. I left Grandma after a short time and ran home. This time I wasn't so lucky. I was caught by the German soldiers. They kept me in the police station the rest of the day. In the evening I was allowed to go home. I found my family all worried and crying. They thought that they would never see me again.

- ① What was it like on the fourth day of the war?
- ② Where did her family and grandmother live?
- ③ What happened when she got to her grandmother's house?
- ④ What happened when she was going home from her grandmother's house?

MEMORIES

Answer Sheet

NOTE: This is one example of how the text may be organised into paragraphs.

You may have arranged the paragraphs differently. Check with your teacher.

The actual resistance fighting in my town was already over on the third day of the war. On the morning of the fourth day all was quiet; no more running to shelters, just waiting for something to come, but nobody knew what. But the stillness which hung over the town was disturbing. The people couldn't go anywhere or do anything.

It was the same in our house, we spoke softly, and we hardly ever moved around. We were worried about our family. They lived only a few streets away from us. My grandmother lived alone since my grandfather had passed away. She lived in the main street of the town. I told my parents that I would like to go to see my grandmother, but the answer was, "No, it is too dangerous to be on the streets now." The streets were full of German soldiers.

I left our house when nobody noticed me leaving. I ran all the way to my grandmother's house. Thanks to God she was home and well. My grandmother was pleased to see me, but at the same time angry with me, because I had risked being caught. I left Grandma after a short time and ran home.

This time I wasn't so lucky. I was caught by the German soldiers. They kept me in the police station the rest of the day. In the evening I was allowed to go home. I found my family all worried and crying. They thought that they would never see me again.

MILK, BREAD AND SHOES

Choose your own sentence.

Coming to Australia was like

a dream.
a nightmare.
a gift.
a punishment.

I came to Australia to

look for a future.
find a new job.
join my family.
marry my husband.

After my husband

retired
died
left

I had to work.

Complete these sentences.

1. *Coming to Australia was like a* _____

2. *I came to Australia to* _____

3. *I went to school for* _____

4. *I wanted to be a* _____

5. *When I first came to Australia I felt* _____

6. *Sometimes I used to think* _____

MILK, BREAD AND SHOES

"Coming to Australia was like a dream, it was like I was going into another world. I came to Australia to look for a future, to find a better life. We were so poor in Macedonia just about begging for a piece of bread.

All I wanted was milk, bread and shoes.

In Macedonia we had nothing to wear, how could I meet a boy if I didn't have any shoes?

I went to school for two years, but after my father died I had to work the land.

I was very smart at school, I wanted to be a dancer and act, I was always given the big parts and I was very good.

When I first came to Australia I felt so hurt, so miserable, it took me seven months to find work. Sometimes I used to think, my God, why have we come? We left the family behind, for what?"

ANGELA, AGE 53

1. What was like "another world"? _____

2. What was Angela's life like in Macedonia? _____

3. What did her father's death mean to her life? _____

4. What was one of her ambitions? _____

5. Why do you think she felt miserable when she arrived in Australia?

MILK, BREAD AND SHOES

Past Tense

Put the correct past tense form of these verbs in the gaps.

<i>go</i>	<i>leave</i>	<i>want</i>	<i>come</i>	<i>do</i>	<i>die</i>
<i>is</i>	<i>are</i>	<i>have</i>	<i>feel</i>	<i>take</i>	

"Coming to Australia _____ like a dream, it _____ like I was going into another world. I _____ to Australia to look for a future, to find a better life. We _____ so poor in Macedonia just about begging for a piece of bread.

All I _____ was milk, bread and shoes.

In Macedonia we _____ nothing to wear, how could I meet a boy if I _____ have any shoes?

I _____ to school for two years, but after my father _____ I _____ to work the land.

I _____ very smart at school, I _____ to be a dancer and act, I was always given the big parts and I _____ very good.

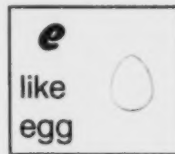
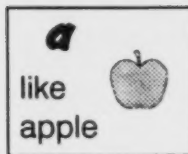
When I first _____ to Australia I _____ so hurt, so miserable, it _____ me seven months to find work. Sometimes I used to think, my God, why have we come?

We _____ the family behind, for what?"

MILK, BREAD AND SHOES

Spelling

Which vowel do we use?



Choose the correct short vowel spelling for the gaps in the words below.

"Coming to Australia was like a dream, _t was like I was go_ng _nto another world. I came to Australia to look for a future, to find a b__tter life. We were so poor _n Macedonia j__st about b__gging for a piece of bread. All I wanted was m__lk, bread and shoes. In M__cedonia we h__d noth__ng to wear, how could I meet a boy if I d__dn't h__ve any shoes. I w__nt to school for two years, b__t after my father died I h__d to work the l__nd. I was v__ry smart __t school, I wanted to be a d__ncer and __ct, I was always g__ven the b__g parts and I was v__ry good. Wh_n I first came to Australia I f__lt so hurt, so m__serable, __t took me s__ven months to find work. Sometimes I used to think, my G__d, why h__ve we come? We l__ft the family behind, for what?"

List all the words with the same sound in the columns below:

a	e	i	o	u
	<i>better</i>	<i>it</i>		

GENERATIONS

I remember . . .

I remember when you didn't have to shop. Everything came to the door. The butcher and grocer rang you for the order. We bought a clothes prop for the washing line from the bottle-O, who came every few days to take away empty bottles. The garbage man came to the back door, tipped his hat, took away the bin, emptied it, brought it back and tipped his hat again.

Every Friday a fisherman came to the door and I bought fresh bream. I paid three shillings for a big fish. We had a cleaning lady who was paid sixpence an hour and offered to make a cake if she had any time to spare after finishing her work. The iceman came twice a week with a block of ice for the ice chest we kept in the kitchen. It overflowed every day even though we emptied it often.

We listened to the wireless at nights, sitting in a circle around it. We followed all the serials and talked about what was happening in them to our friends during the day. At parties we gathered around the pianola and sang songs, or played games.

The Chinese fruit-and-vegetable man came around the streets in his horse and cart, as did the milkman. You would hear their call and the clip-clop of the horses' hooves in the early morning. The postman came twice a day and we always gave him a cool drink on a hot day.

I was asked to leave the beach once because my bathing suit was cut too low in the back. The inspector walked up and down making sure the bathing suits were respectable. Postage stamps cost a penny. We curled our hair with curling tongs heated over a methylated spirit flame. We put Vaseline on our eyelashes, used eau de cologne and wore either black or white stockings and Milanese underwear.

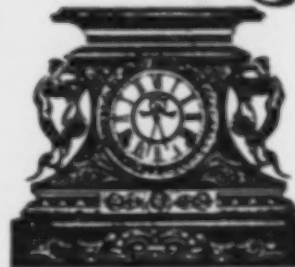
We swept our carpets and threw wet tea leaves on the floors to stop the dust before sweeping. Then came the carpet sweeper — we thought that a miracle.

The flat iron was heated on the stove and scorched most things. We had a bath heater and boiled every day a kettle for our hot water.

We used sand soap for all the household cleaning. We had a hot water bottle in our beds in the winter, wore galoshes over our shoes when it rained, and never went out, even to the local shop, without a hat and gloves.

● An extract from the writings of Mrs Dorothy Anderson, who died two years ago, aged 75.

memories



sawdust in butchers shops

bottled milk

fruit crates

afternoon papers

men only pubs

two mail deliveries a day

From "The Age", 14 Feb. 1990

long distance train travel

ship travel

using the back door



telegrams

drive-in movies

Myers free home delivery

10s

brown paper and string

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Generations

women have always worked

Our lives may be very different from our parents and grandparents, but their voices and practices still largely shape our routines. We are all someone's daughter and the family is where we receive our earliest lessons. In her book "Generations", Diana Bell discovered that women learnt lessons from their mothers for their future lives.

In the past women expected to marry, have children and run a household. Women learnt the all important lessons of household management by assisting their mothers with weekly chores.

The households that women ran in the past were very different to the households that exist today. Before the second world war, stoves required constant care and special handling. Resources were limited, washing had to be dried and the storage of food was a problem.

There was a strict routine that had to be adhered to and daughters assisted their mothers with the weekly ritual.

the order of things

"Monday was wash-day. Tuesday was ironing and kitchen day. Wednesday was your sort of day when you did the sewing and mending and Thursday was the bedrooms. Friday, you straightened up the kitchen again, went out and did your shopping. Saturday you cooked. Sunday was for family. Well that was the week taken up".

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monday - wash day

“Preparations for the Monday wash began on Sunday. In the country, new wives learnt to put the moleskins in drums to soak overnight; Aboriginal women rubbed and soaped the heavily soiled work-clothes. On Monday, the wash could then be supervised by the missus. In town, the clothes went into the copper or trough with soap shaved from the bar of Velvet. Stubborn stains were worked on by rubbing the bar of soap on the fabric flat against the trough.”

“Jo Conway recalls the 1920s in rural New South Wales: “The washing-line was unbelievable during the depression when we had our family, twelve children, Mum and Dad, and the cousins who came and lived with us because they needed a roof over their heads. There were miles of work-clothes, and lengths of line between whatever, trees and clothes props. The rotary hadn't been invented then.. The line went for miles around the paddocks, and Mum was so particular about pegging clothes on the line in a proper way - all the towels in a row”. ”

“We hated coming home from school on Mondays because we knew Mum had spent the whole day washing and hanging out the clothes. With the leftover soapy water, she washed the floor, did the back steps with Lysol, which was straight caustic soda. No rubber gloves then. We didn't expect much humour from Mum on Mondays, and we usually ate leftovers. I suppose I did the same early in my marriage, but we moved into a new place in 1951, and that was the end of the wash-house.”

“Washing meant heating the water in the copper, scrubbing the clothes on the washboard, hauling them out into a tub of cold water, rinsing them and plunging them into a tub of blue water. Putting them through the wringer and then on the line.”

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GENERATIONS

My Grandmother's Kitchen

What was your grandmother's (or mother's, aunty's, uncle's, etc) kitchen like?

- What did it look like?
- What pots, pans, jars, ladles, and buckets did she use?
- What did it smell of?
- What dishes did she prepare?
- Where did she get the ingredients?
- What herbs and spices did she use?
- Who came and went through that kitchen?
- What stories could that kitchen, and maybe garden, tell?
- Was it used for making medicines, dyes, or cosmetics as well as food?
- What special things went on, or were made there that aren't created any more?
- What effect did the seasons have on the cooking, etc.?



Recipes! ¹¹¹



Unit 2 - Health

***A resource for teachers of
bilingual literacy learners.***

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Introduction

We chose the topic of **Health** because it provides intrinsically interesting reading material and is important for older learners and women learners, two groups who make up a high proportion of ESL literacy learners. We focus especially on women's health firstly because for many women their bodies are a source of great mystery and misinformation. Secondly, we held existing teaching materials that had been developed around this topic.

It is quite common in English as a Second Language teaching to use a theme or topic of relevance to the students (like women's health) as a device to provide texts and material for the systematic study of certain language points and features. This unit does not attempt to build a complete ESL course around the topic of health. Rather it uses health as a theme to link texts. The purpose of most of this material is to demonstrate teaching strategies that equip students to handle texts. For example, the topic '**Medicine Labels**' presents real printed labels but does not offer a systematic approach to teaching students about instructions or dosages. These materials could be used to supplement other ESL teaching material which has such an aim.

A topic as fundamental to a woman as her body, and the health of her body, lends itself on one level to the teaching of terminology and to making the information about bodily processes accessible, while on another level it provides the learner with the opportunity to express emotions and a strong stimulus to discuss and then write about some of the major experiences of her life. Some of this material also raises issues about the treatment by powerful members of our society of others who don't have power.

There is a fine balance between teaching content and language with such material. For example, Topic 4: '**The Pap Smear Brochure**' contains important health information for older women learners which they may not know and this means that this text offers an 'authentic' reading experience. (Few of us bother to read information that we already know!) Inevitably, it also means that the ESL literacy teacher is involved in communicating the biological concepts and information implicated in the material. It is our experience that the division between 'language' and 'content' teacher is often arbitrary when teaching adults with limited general education and a thirst to know. The worksheets presented here are based on texts and thus deal primarily with 'literacy'. Sometimes they may also simplify medical or other issues in order to fulfil their literacy teaching purposes (but not by distorting the truth). However teachers may supplement these with other materials to teach 'content' as seems appropriate. Primary school or early secondary science texts and readers are a good source.

Students will also bring up personal problems (occasionally frighteningly urgent) and their own experiences. Their voices and their needs must be allowed to be raised in class. It is up to each teacher how comfortable she feels herself in dealing with such issues and when she needs to refer to health experts. Often the student's voice can become the stimulus for more literacy teaching, for example through language experience activities that lead to the creation of a new text. In Topic 4, women share experiences of menstruation and this could lead to composition around the theme of 'folk remedies for menstrual pain'.

The material grouped in this unit concentrates on teaching reading comprehension skills. The texts chosen in this unit are mostly 'authentic': that is, texts not written especially for language teaching classrooms. It is important for adult learners to develop strategies to deal with authentic texts even at very early stages, because they need to handle them in their daily lives. As students become print confident they will be able to develop their literacy skills out of the classroom for we are all surrounded by texts in every day life. This is even more important for students who are not literate in their first language and who need to use printed texts for access to crucial information.

Much authentic material initially appears forbiddingly difficult but language teachers argue that the degree of difficulty depends on the task, not the text. Thus, even beginner readers can quickly recognise familiar words in a mass of text. Generally the methodology is based on the work of Frank Smith (*Reading*, 1978) who argues that reading proficiency follows from the comprehension of meaning (not the other way around). Fluent readers scan most texts initially and predict content from context, layout, headings, key words and so on, then select what is relevant for detailed decoding. Teaching and then building on these strategies is the path to reading proficiency.

These exercises recognise that early stage students will not understand the detail of authentic texts. In Topic 2, Topic 4 and Topic 6 we simplify the original version of the text. In Topic 7, '*Lan Is Sick*', we also include a 'simple' text especially written for learners. Here it is appropriate and necessary to read every word. This is sometimes referred to as 'intensive' as opposed to 'extensive' reading, where a longer text is read for gist only.

In all cases the same text can be read many times over in the classroom. Students focus on a different reading task each time until by the final reading they can make good sense of the text. This 'sense' will vary according to the nature of the text and its relevance to the individual reader. Reading a medicine label requires much less profound understanding than a legal contract or a novel by Elizabeth Jolley.

For example Topic 5 '*The Mercy Maternity Hospital Brochure*' is a challenging text but the exercises have been graded to suit the students' level and what they might be expected to need to understand in this kind of authentic brochure. The topic followed a visit to the hospital by a mixed group of level 1 and level II students. A very eager group of women toured the hospital through the aegis of its Multicultural Unit (which had been set up to provide health information to non-English speaking background women). Photos were taken by the group to record their passage through the various departments where different procedures take place (Pathology, Oncology, Ultra Sound, Labour Ward, Delivery Suites and the NeoNatal Ward.) Back in the classroom the photos were used to recall the day's experiences and from that discussion a language experience text was dictated by the students. This text then formed the basis for further language work. Students used *Hello Australia* pictures of hospital signs to practise word recognition, especially for the names of different departments. After this, Level II students were able to decode the brochure text sufficiently to grasp the main points as elicited by the worksheets here. This is followed by some vocabulary extension.

The varieties of text type include labels, brochures, and a newspaper report as well as two pieces of narrative. They have been chosen because they provide ideal material for decoding a text in order to gain specific information. Later, the materials act as a stimulus

for discussion and then writing. For example Topic 1, '**Medicine Labels**' and the authentic brochures '**The Pap Smear Brochure**' in Topic 3, '**The Medicare Leaflet**' in Topic 2, '**Mercy Maternity Hospital Brochure**' in Topic 5.

Topics 2 '**The Medicare Leaflet**' and Topic 4 '**The Pap Smear Brochure**' offer extracts from brochures and Topics 6 '**Phases of a Woman's Life**' and Topic 8 '**Language Barrier**' use short articles from a book, a newspaper and a magazine. In Topic 1, 3 and 5 we offer whole texts of varying length. '**Medicine Labels**' (Topic 1) and the '**Winter Has Its Fire Risks Too**' advertisement (Topic 3) are good examples of how authentic texts that are neither long nor very complex can be found. '**Winter Has Its Fire Risks Too**' has the additional advantage of coming with a very clear visual that sets the context non-verbally. Such public information ads are an excellent source of topical well presented reading material; for example the SECV has produced a 'toaster and toddler' ad; teachers could search local papers for similar texts. Junk mail, for example Neighbourhood Watch material, is another good source. In Topic 6, the first text is taken from an advertisement in a women's magazine; it has been simplified for level I and abridged for level II.

It is important to give students experience of handling a whole text because it builds up an awareness of organisational features like headlines, layout, paragraphs, indexes. It also develops reading skills like deduction from context and prediction. As Francoise Grellet argues:

'It is important to start with a global understanding and move towards a detailed understanding rather than the other way round'.

If possible, bring the real brochures into class and show the students before cutting out sections of text to use for worksheets or simplifying them.

Topic 4 '**The Pap Smear Brochure**' shows how an authentic text can be simplified and abridged by presenting 3 versions according to the level of the class. Level III uses the unabridged text: Level I on the other hand, focuses on the headings and the diagram. It uses a very simplified text constructed with a few clear sentences written around the same key words as used in the original. Level II uses a less simplified but abridged version.

Topic 1 '**Medicine Labels**' offers an opposite technique: the text material remains the same at all levels, but quite different exercises are provided. At level I students' attention is drawn to key words and non-verbal information only (layout, typeface) whereas by level III students are focussing on the detail of the fine print. Several other topics include worksheets at 3 levels in order to show how the same authentic text can be exploited in different ways according to the needs of the learner.

The process generally followed for teaching reading skills is to start with introductory activities that elicit the students' knowledge of a given topic via the use of visuals or key words. Key words are those words in a text which carry the most meaning. By focusing on groups of key words, the teacher re-inforces, or maybe introduces for the first time, the concept of categorising words into groups. An example of this is where key words needed to comprehend the '**Mercy Maternity Hospital Brochure**' (Topic 5) are categorised variously as a pre-reading exercise.

Once the key words are known the reader can predict the content of a text. The more that is known about the context and context beforehand, the easier it is to 'read' a text. The

reader is always given a purpose for reading the text - to confirm initial predictions and to answer previously asked questions. The initial reading task is usually to skim read for general ideas. (This means a very quick glance over the text that allows the reader's eye to focus on known words.) Next the reader scans the text for important details.

Often the reader is then asked questions about the text and has to read the text again more carefully in order to find the answers. Practising or testing reading competency at low levels means avoiding comprehension questions where students have to write answers, for this is often a more demanding task than actually understanding the text. Usually these worksheets employ a variety of matching or labelling strategies which avoid the necessity of the student writing (copying), never mind composing answers or spelling words.

After the reading tasks the students are usually invited to do some writing. In most topics students are expected to do some personal writing. In Topic 1, '**Medicine Labels**' students are asked to write about 'Home Remedies'. This is an opportunity to practise the text type of recipes; that is recording instructions with the imperative verb form. In Topic 2, '**The Medicare Leaflet**' students do some structured writing; the purpose is to practise their language but the tasks are in the context of a simple letter and a dialogue.

In Topic 6, a visual stimulus '**Phases of a Woman's Life**' introduces 2 separate reading passages chosen for different levels but linked by a common theme/content. These generate an analysis of a woman's attitude to the different phases of her reproductive life and how she values those phases. For example, in one class, the overriding attitude towards menopause was that it was a negative experience. This material lead to a therapeutic discussion on the positive aspects of menopause. This topic generates personal writing around the theme of aging.

At early stages, the teacher written narrative, Topic 7, '**Lan is Sick**' reinforces previously learnt language and raises in a very simple way some consumer issues in health care. It also acts as a first stimulus to reading for pleasure.

Topic 8 is an edited student written narrative '**Language Barrier**'. The worksheets focus on cohesion, specifically the notions of one main idea per paragraph and internal text reference that is how; connections between ideas are expressed through the use of pronouns and linking words.

Overall, this unit uses materials around the theme of Health to show the variety of text resources and teaching strategies that can be used for teaching reading in the ESL literacy classroom. Many other topics, chosen according to the needs and interests of specific groups of students, would offer the same choice and variety of easily accessible texts.

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MEDICINE LABELS**Level I**

This topic aims to help students understand that medicine labels contain important information regarding dosages and also to check that they understand the associated concepts of volume and measurement.

The worksheets help students recognize that the layout and different typefaces used on medicine labels carry meaning.

Some students may need the whole sequence of worksheets but they can be used selectively. Further ideas for this topic can be found in *The Priority Course*.

Preparation

Show a real Panadol package to the class.

Ask: **What are these ?**

Do you ever use them ?

What do you use them for ?

What do you use for headaches ?

Worksheet 1:1 To identify the main pieces of information on a medicine label

Read through the questions and answers with or to students.

Worksheet 1:2 To consolidate the previous worksheet

Cut out the boxes.

Students match question and answer.

Worksheet 1:3 To practise identifying the main pieces of information on medicine labels

Students scan for any words they recognise, especially brand names and purpose of each medicine.

Worksheet 1:4 To consolidate the previous worksheet

Cut out the boxes.

Students match brand name with purpose of medication.

Worksheet 1:5 To consolidate and extend vocabulary

Teach words for types of medication: *tablets, capsules, ointment, cream* and how they are applied: *rub on; take*.

Use blackboard or OHP to show students how to fill in the grids before they attempt the worksheet.

MEDICINE LABELS**Level 1**

Worksheet 1:6 To understand warnings on medicine labels

Read the enlarged section of each label and discuss the meaning of '*poison*' and '*caution*'. Students tick the true statements.

Worksheet 1:7 To understand dosages

Bring into class measuring spoons or classes to fill to the required level.

Show an 'Actifed' packet to the class.

Read dosages on the label with the class and discuss the concept of different dosages at different ages.

Check students understand that 2.5 ml is less than 5 or 10ml.

Students fill in the table on the worksheet.

Worksheet 1:8 To practise reading dosages

Check times are understood.

Students match instructions with the time of day.

Extension

Writing: 'Experiences with Burns' (... 'Poisons' or ...): Discussions of labels could lead to stories which are scribed by the teacher as language experience texts and read back and eventually copied by the students.

Numeracy: Explore students' ability to tell the time and distinguish between am and pm. Use a real clock.

Quantities and measurements in ml. may also be unfamiliar.

Two basic numeracy resources for teachers are:

Strength in Numbers by Beth Marr, Judith Martin and Ruth Goddard and **The Numeracy Pack** by Diana Cobden and Sandy Black which was written for ESL learners.

MEDICINE LABELS**Level II**

This topic helps students identify and comprehend the vital information on medicine labels. Further ideas for this topic can be found in *The Priority Course*.

Preparation

Show a real Panadol package to the class.

Ask: **What are these ?**

Do you ever use them ?

What do you use them for ?

What do you use for headaches ?

Worksheet 1:9 To scan medicine labels and identify important information

Write the 3 key questions from the worksheet on the blackboard.

Show students a Codral (or other) packet.

Read through the worksheet.

Now look at the bottom half of the sheet and discuss how layout and different typefaces convey information.

Worksheet 1:10 To practise skimming the small print on medicine labels

Ask students to skim the labels of each medicine and discuss:

What's it for ?

How do we use it ?

Worksheet 1:11 To consolidate some of the language introduced in Worksheet 1:10

Students use words from Worksheet 1:10 to fill in Worksheet 1:11.

Worksheet 1:12 To understand dosages

It may be necessary to bring measuring spoons or glasses to class and show students how to fill to the required level.

Show an Actifed packet to the class.

Read dosages on the label with the class and discuss the concept of different dosages at different ages.

Check students understand that 2.5 ml is less than 10 ml or 5 ml.

Students fill in the table.

Worksheet 1:13 To understand instructions on medicine labels

Check am/pm are understood. Compare with the (European) use of the 24 hour clock.

Students match instructions 1 - 10 with times of day a - k.

MEDICINE LABELS**Level II*****Extension***

Writing: Discussion leading to composition on '**Home Remedies**': 'How do you cure a cold?', etc.

Some remedies suggested include rock sugar and pears (a Chinese remedy for sore throat); wear a whole nutmeg around your neck (Italian remedy for a cold or nasal congestion).

Numeracy: Explore students' ability to tell the time and distinguishing between am & pm.

Use a real clock.

Quantities and measurements in ml. may also be unfamiliar.

Two basic numeracy resources for teachers are:

Strength in Numbers by Beth Marr, Judith Martin and Ruth Goddard and ***The Numeracy Pack*** by Diana Gobden & Sandy Black which was written for ESL learners.

MEDICINE LABELS**Level III**

At this level, medicine labels are utilised as examples of familiar texts which can generate exercises that increase students' ability to identify important points in an informative text.

Worksheet 1:14 To scan medicine labels and identify important information

Ask the students to scan the label in order to complete the matching exercise.

Worksheet 1:15 To understand the language of medicine labels

Read the label again carefully with the class.

Discuss the meaning of *rheumatic*, *muscular* and *neuralgic* conditions.

Explain *paracetamol* and discuss the differences between pharmaceutical terms and proprietary brand names.

Discuss the way the layout and use of different typefaces convey information.

Students answer questions.

Extension

Writing: Reading about medications for menstrual pain, headaches or fever may lead to discussion and composition eg. 'Home Remedies'; 'What do you do for menstrual pain?'.

THE MEDICARE LEAFLET**Level I**

The worksheets are based on a brochure entitled *Understanding Medicare*, available at any Medicare agency.

At this level students learn some vocabulary and background information relating to the health care system and then read a very short extract from the text.

The topic also includes some language development exercises to introduce the use of connectives to extend the length of sentences when writing.

Preparation

Ask the students what kind of doctors they are familiar with and where they are located (hospital, community health centre, private clinic...).

Worksheet 2:1 To teach the names of some health care workers

The pictures on Worksheet 2:1 are taken from the brochure.

Look at the first picture on the worksheet and discuss the procedure for referral from a G.P. to a specialist.

Help the students construct a short oral text about what's happening in the picture and record it on the blackboard.

Students copy this into their notebooks.

Look at the other pictures and discuss who is doing what with what equipment.

Match the pictures and the captions below.

Record additional vocabulary which comes out of these discussions on the blackboard in lexical groups:

SPECIALISTS

gynaecologist

obstetrician

oncologist

audiologist

radiologist

orthopaedic surgeon

INSTRUMENTS/EQUIPMENT

thermometer

eye chart

drill

stethoscope

Worksheet 2:2 To read a definition of what some health care workers do

Read the role definitions with the students.

Cut out the names of the medical workers. Students match to the best role definition.

Worksheet 2:3 For students to compose a sentence defining what some health workers do

Students use Worksheet 2:2 to construct definitions and copy these onto Worksheet 2:3.



THE MEDICARE LEAFLET**Level I****Worksheet 2:4** To extend vocabulary

Read through procedures on the top half of the worksheet with students.

Students match procedure to appropriate picture.

Class survey on the bottom half of the worksheet: 'Have you ever had...?'

Students write 5 classmates' names in the left hand column and then ask the questions.

Record each individual's response with a 'Yes' or 'No' in the correct column.

Worksheet 2:5 To assess comprehension so far and practise 'if' sentences

Read through the phrases in the box with the students. *Appendicitis* is a new lexical item.

Better students can fill in the endings below by themselves; others will need help.

Worksheet 2:6 To present information on the private and public hospital systems

Introduce the worksheet by showing a Medicare card.

Ask: **Have you been to hospital?**

Did you pay?

Was it a public or private hospital?

Students complete the survey on the worksheet by writing down three students' names and then asking the questions and recording each individual's response with a 'yes' or 'no' in each column.

Students look at the picture in question 3 and answer the questions below.

Students write answers.

Worksheet 2:7 An extract of the brochure text

The text is enlarged on the worksheet for easier class use.

Show students the complete brochure.

Show students the text (1) on Worksheet 2:7; both the original and the enlarged versions.

Read the text (1) with the students and discuss it.

Complete the questions (2) orally, then students write the answers. Students cover text (1) and complete the cloze (3).

Extension

Spelling: A more advanced group, especially of Greek or Italian speakers, could list familiar illnesses with the spelling pattern '- itis'. (meaning inflammation):

conjunctivitis

bronchitis

gastroenteritis

Grammar: Extend students' ability to write longer sentences by introducing and practising the connective *because* and simple past verbs. eg. *Maria had an X-ray because she broke her arm.*

THE MEDICARE LEAFLET**Level I*****Extension*** (continued)

Functional Literacy: All hospitals provide lots of authentic material to practice **form filling** (admission forms, menu choice forms and so on). The Children's Hospital admission form has caused problems for many of our students.

There is quite a lot of ESL material teaching students to read signs and location guides in large hospitals. See for example *Show Me English* or *Hello Australia*.

Fresh Start offers material for teaching students to write 'Get Well' messages in greeting cards.

Writing: The Language Experience approach can be used to record students' **experiences in the health system**.

THE MEDICARE LEAFLET

Level II

The worksheets are based on a brochure entitled *Understanding Medicare*, available at any Medicare agency.

Students read a small extract from the brochure Worksheet 2:8 and then use the topic for a variety of language development and composition activities.

Worksheet 2:6 To set the context of the brochure

Show a Medicare card to introduce topic.

Ask: **Have you been to hospital?**

Did you pay?

Was it a private or public hospital?

Discuss public and private hospitals and record students' observations on the blackboard like this. They are used for Worksheet 2:10.

PUBLIC HOSPITALS

You don't pay

You must share a ward

You have to see the doctor

PRIVATE HOSPITALS

You have to pay

You have a private room

You can have your own doctor

Students complete the survey exercise 2 by writing in other students' names and then asking the questions and recording each response with a 'Yes' or 'No' in each column.

Students look at the picture in exercise 3 and answer the questions.

Worksheet 2:8 An extract from the Medicare brochure and an exercise to check comprehension

Students read the extract and answer the true/false questions.

Students fill in the cloze to check important lexis.

Worksheet 2:9 To practise using connectives *and/but/because*

Discuss reasons for joining ideas to make longer sentences before completing the worksheet.

Complete orally with the class.

Students write in answers.

Worksheet 2:10 To practise some adjectives

Students complete the sentences.

Worksheet 2:11 A word order exercise

The word groupings in the boxes correspond to the sense groups into which texts are naturally broken up when reading.

Students unjumble the sentence.

THE MEDICARE LEAFLET**Level II**

Worksheet 2:12 To practise reporting speech

Students follow the model given for writing out **reported speech**.

Worksheet 2:13 A guided composition

Students need to know that the Royal Women's Hospital is a public hospital and the Melbourne Hospital is a private hospital.

Encourage students to use the lexical items and language patterns taught in this topic in the context of composing a letter explaining their choice of hospital to a friend.

Extension

Spelling: Class lists familiar illnesses with the spelling patterns ' itis' (meaning inflammation); ' ist' (health professionals) on the blackboard like this:

<i>conjunctivitis</i>	<i>dentist</i>
<i>tonsillitis</i>	<i>physiotherapist</i>
<i>bronchitis</i>	<i>specialist</i>
<i>gastroenteritis</i>	<i>podiatrist</i>

Functional Literacy: All hospitals provide lots of authentic material to practise **form filling** (admission forms, menu choice forms and so on). The Children's Hospital admission form has caused problems for many of our students. The **Medicare Form**, of course, provides lots of difficulty and is important to practise.

There is plenty of ESL material teaching how to read signs and location guides in large hospitals. See for example *Show Me English* or *Hello Australia*.

Reading: Show students copies of the original leaflet. Look at the pictures and help the students understand any sections of text they are particularly interested in reading.

Writing: *Fresh Start* offers material for teaching students to write 'Get Well' messages in greeting cards.

THE MEDICARE LEAFLET**Level III**

These worksheets are based on a brochure entitled *Understanding Medicare*, available at any Medicare agency.

Students study a section of the text and use the modal verb 'will' to make general statements about the health system.

Worksheet 2:14 Extracts from the brochure text with the visual prompts to practise making statements about the health system

Ask students to cover the text and study pictures.

Discuss what is happening, where, and who is in the picture.

Students uncover and read the text from the brochure.

Discuss the different health systems and students' experience.

Use the blackboard to construct example statement using the verb **will + infinitive**.

You will have to pay

You won't need to pay

You will not need to pay

Medicare will pay

Medicare will not pay

Medicare won't pay

Explain the use of **you** in English for general or impersonal statements.

Basic English Usage gives more information about **will / won't + infinitive**.

Worksheet 2:15 To practise the use of modal verb **will** for general statements

Students choose the correct verb to fill in the gaps.

Worksheet 2:16 A dialogue completion about the health system to practise ideas and language covered in this topic

Students use the information they have gained from the brochure text and **you will/won't** to advise Mrs Tran.

Extension

Spelling/Vocabulary Extension: Word families connected with illness eg.

'__ itis'	tonsillitis
	conjunctivitis
'__ ist'	specialist
	physiotherapist
'__ ian'	obstetrician
	paediatrician

THE MEDICARE LEAFLET**Level III****Extension** (continued)

Grammar: Some classes may like to study the differences between **have to / need / must**

(eg. **you don't have to...**

you mustn't ...

you don't need to...

you needn't ...)

See *English Grammar in Use*, or an intermediate EFL text like *Headway*.

Functional Literacy: Students should practise filling in the Medicare claim form.

Reading: Students at this level should tackle the complete text of the brochure, using a dictionary or asking for help if they can't understand something in context.

WINTER HAS ITS FIRE RISKS TOO**Level I**

These worksheets are based on the text of a newspaper advertisement by the National Safety Council. The series of advertisements promoting safety has featured widely in local and daily papers. They are typical of simple texts that surround ESL literacy students and that provide accessible reading material. The content of the text includes important safety information.

Preparation

Introduce the context of the advertisement by showing students a whole local newspaper and advertisements inside it.

Teach the words 'advertisement' and 'ad'.

Note the irregular stress in 'advertisement'.

Worksheet 3:1 The complete advertisement to introduce students to the layout and pictures

Make an OHP of Worksheet 3:1 and discuss its content with the students, focusing on the picture.

Check if the class can recognise any words in the text.

Explain the purpose of the advertisement (why it is put in the newspaper; by whom etc.)

Read students the caption.

Worksheet 3:2 The picture from the advertisement to prompt oral composition

The text has been blocked out to help students extract as much meaning as possible from the picture.

Students work in pairs and identify as many fire risks as possible from the picture.

Record suggestions on the blackboard, shaping students' responses according to the language in Worksheet 3:6. Alternatively, you could prepare a new version of Worksheet 3:6 reflecting the language your own class produces.

Worksheet 3:3 A simplified version of the advertisement

Help students identify any known word in the heading.

Help students locate the phone number for Victoria.

Check they can recognise the prefix (03).

Help students read the phone numbers aloud.

Point out and explain the logo to the students.

WINTER HAS ITS FIRE RISKS TOO**Level I**

Worksheet 3:4 To read simple statements about the advertisement before reading the text

Read sentences with students.

Students match sentences to the picture by numbering each fire risk in the picture on Worksheet 3:2 with the appropriate caption number.

Students read the caption on Worksheet 3:1.

Extension

Writing: Use Language Experience Approach to compose texts of students' experiences of accidents relating to 'Fire'.

Access/Information: Read emergency numbers (000) in the telephone directory. Check students know the procedure for dialling these, what to say and that they can give their name and address clearly. Activities in *Hello Australia* give further practice, as does *Using the System*.

WINTER HAS ITS FIRE RISKS TOO**Level II**

These worksheets are based on the text of a newspaper advertisement by the National Safety Council. The series of advertisements promoting safety has featured widely in local and daily papers. They are typical of simple texts that surround ESL literacy students and that provide accessible reading material. The content of the text includes important safety information.

Preparation

Introduce the context of the advertisement by showing students a whole local newspaper and advertisements inside it. Teach the words 'advertisement' and 'ad'. Note the irregular stress in 'advertisement'.

Worksheet 3:1 The complete advertisement to introduce students to the layout and pictures

Make an OHP of Worksheet 3:1 and discuss its content with the students, focusing on the picture.

Check if the class can recognise any words in the text.

Explain the purpose of the advertisement (why it is put in the newspaper; by whom etc.).

Read students the caption.

Worksheet 3:3 A simplified version of the advertisement text to focus on the picture and logo

Read heading. Teach the word 'risk'.

Discuss possible fire risks presented in the picture. Record suggested sentences on the blackboard.

Discuss logo and its purpose.

Ask students to scan for telephone numbers for particular states. Check that students recognise abbreviations for names of states and the location of each state.

Worksheet 3:5 A list of fire risks suggested by the picture to match with captions

Students read the sentences and compare with their version on the blackboard.

Students match sentences to the picture by numbering fire risks on Worksheet 3:3 with the appropriate caption number.

Worksheet 3:6 A comprehension exercise on the complete advertisement text

Students read the complete text (Worksheet 3:1) carefully and scan it for information to complete Worksheet 3:6.

Extension

Access/Information: Read emergency numbers (000) in the telephone directory. Check students know the procedure for dialling these, what to say and that they can give their name and address clearly. Activities in *Hello Australia* give further practice, as does *Using the System*.

THE PAP SMEAR BROCHURE**Level I**

The worksheets are based on the brochure, *Every Woman Should Have a Pap Test* available from: Anti Cancer Council

1 Rathdowne Street
Carlton South Victoria 3053
Tel: (03) 662 3300

The brochure is also available in translation in major community languages and could be used as a bilingual text.

The diagram used in Worksheet 4:1 is from the brochure. Worksheet 4:12 contains the complete text of the inside (the information section) of the brochure.

The worksheets demonstrate an approach to reading authentic texts, especially information brochures. The content is very important and the worksheets highlight the problem of balance between teaching content and teaching literacy skills at low levels.

Level 1 worksheets are more suitable for students who have already gained a little confidence in handling text in English.

The brochure text has been photocopied enlarged to make reading easier (especially important for older learners at this level).

Preparation

Show students the whole brochure and discuss its purpose, who funds it, where you find it.

Worksheet 4:1 To teach students to identify and name the female reproductive organs

Students fold the worksheet in half and look at the diagram.

Discuss what students know about their reproductive system and check what organs they can recognise on the diagram. Teach the English words if the students don't know them.

Synonyms are used in the brochure text:

uterus / womb

birth canal / vagina

Record words students know on the blackboard.

Students copy them onto the appropriate place on the diagram.

Students uncover the words on the worksheet and read.

Explain any new words or synonyms.

Label the diagram.

Worksheet 4:2 To introduce a very simplified version of the brochure text

Fold the worksheet along the heavy line.

Read and discuss the questions with the class. Predict the answers to the questions.

Uncover 'question and answer' section and read the text with the students.

Confirm known information and discuss any unknown details.

THE PAP SMEAR BROCHURE**Level I**

Worksheet 4:3 To assist comprehension of the main points from the simplified version of the text

Students tick the true statements.

Worksheet 4:4 To read short enlarged extracts from the original text of the brochure

Read the questions and then the answers with the class.

Students match the questions and answers.

Extension

Writing: Using the Language Experience Approach to record texts on 'Have you a remedy for menstrual pain?'

Access/Information: Supplement the diagram with other material on the female reproductive system in particular and human biology in general if this seems relevant and important. Check if students have regular Pap smears. If not, refer students to their local community health centres or one of the women's hospitals.

THE PAP SMEAR BROCHURE**Level II**

The worksheets are based on the brochure, *Every Women Should Have A Pap Test* available from:

Anti Cancer Council
1 Rathdowne Street
Carlton South, Victoria 3053
Tel: (03) 662 3300

The brochure is also available in translations in major community languages and could be used as a bilingual text.

The diagram used in worksheet 4:5 is from the brochure. Worksheet 4:12 contains the complete text of the inside (information section) of the brochure.

The worksheets demonstrate an approach to reading an authentic text in class, especially an information brochure.

Preparation

Show students the whole brochure and discuss its purpose, who funds it, where you find it.

Worksheet 4:5 To teach students to name the female reproductive organs and to predict the content of the brochure

Discuss the diagram on Worksheet 4:5 and what students know about their reproductive system and which organs they recognise.

Help students label the diagram. Students could check a bilingual dictionary to find and record the names of the female reproductive organs in their first language (or use the translated brochures). Synonyms are used in the brochure text:

uterus / womb

birth canal / vagina

Read the questions 1 - 6 on the worksheet and predict the answers.

This discussion can open a floodgate. Record important words from the discussion on the blackboard, for example one class produced:

heavy flow

haemorrhage

anaemic

D & C (dilation and curette)

hysterectomy

Worksheet 4:6 Short extracts from the brochure text to match with the headings

Students match the headings from Worksheet 4:5 with the text extracts on this worksheet.

Worksheet 4:7 To assist comprehension of the text extracts on Worksheet 4:6 and to reinforce new lexis

Students fill in the worksheet.

THE PAP SMEAR BROCHURE**Level II**

Worksheet 4:8 To practise the new language taught in this topic and assess student comprehension of the brochure

Students fill in the dialogue.

Extension

Writing: Use the language experience approach to produce texts on 'Have you a remedy for menstrual pain?'

Access Information: Supplement this with other material on the female reproductive system in particular and human biology in general if this seems relevant and important. Check if students have regular Pap smears. If not, refer students to their local community health centres or one of the women's hospitals. Community health centres will provide or suggest health educators to visit a class and conduct sessions.

THE PAP SMEAR BROCHURE**Level III**

The worksheets are based on the brochure, *Every Women Should Have A Pap Test* available from: Anti Cancer Council

1 Rathdowne Street
Carlton South, Victoria 3053
Tel: (03) 662 3300

The brochure is also available in translations in major community languages and could be used as a bilingual text.

The diagrams used in Worksheet 4:5 is from the brochure. Worksheet 4:12 contains the complete text of the inside (information section) of the brochure.

The worksheets demonstrate an approach to reading an authentic text in class, especially an information brochure.

Preparation

Show students the whole brochure and discuss its purpose, who funds it, where you find it.

Worksheet 4:9 To teach students to identify the female reproductive organs and to predict the content of the brochure

Discuss the diagram on Worksheet 4:9 and what students know about their reproductive system and which organs they recognise.

Help students label the diagram. Students could check a bilingual dictionary to find and record the names of the female reproductive organs in their first language (or use the translated brochures). Synonyms are used in the brochure text:

uterus / womb

birth canal / vagina

Read the questions 1 - 6 on the worksheet and predict the answers.

This discussion can open a floodgate. Record important words from the discussion on the blackboard; for example one class produced:

heavy flow

haemorrhage

anaemic

D & C (dilation and curette)

hysterectomy

Worksheet 4:10 Short extracts from the brochure text to match with the headings

Students match the headings from Worksheet 4:9 with the text extracts on this worksheet.

THE PAP SMEAR BROCHURE**Level III**

Worksheet 4:11 To assist comprehension of the text extracts on Worksheet 4:10 and to reinforce new texts

Students fill in the worksheet.

Worksheet 4:12 The complete information text from the brochure

Students read this (or the original brochure).

Students complete Worksheet 4:8 by filling in the dialogue to practise the new language and assess comprehension of the brochure.

Extension

Writing: Use the Language Experience Approach to produce texts on 'Have you a remedy for menstrual pain?'

Access Information: Supplement this with other material on the female reproductive system in particular and human biology in general if this seems relevant and important. Check if students have regular Pap smears. If not, refer students to their local community health centres or one of the women's hospitals. Community health centres will provide or suggest health educators to visit a class and conduct sessions.

MERCY HOSPITAL FOR WOMEN BROCHURE**Level II & III**

The worksheets are based on the brochure *Health Information and Services for Non-English Speaking Background Women* available from:

Multicultural Unit, Mercy Hospital for Women
126-158 Clarendon Street
East Melbourne 3002

The brochure is available in six major community languages and could be used as a bilingual text.

The worksheets present a typical procedure for a long and complex authentic text in a brochure form.

Worksheet 5:3 presents the complete information text (the inside) of the brochure. Ideally these worksheets would follow a visit to the hospital to view the facilities.

Preparation

Show students photos of a hospital and elicit key words from the ensuing discussion on the blackboard. Group these words in lexical categories as on the worksheet.

Worksheet 5:1 A glossary worksheet to introduce new lexis

Discuss the words on the worksheet and information around them. Use a dictionary to check meanings or translations if necessary.

Worksheet 5:2 Comprehension questions for the brochure text

Present the questions for students to read before they look for the answers in the brochure text on Worksheet 5:3.

Worksheet 5:3 The brochure text

Students scan the text to find the answers to the questions on Worksheet 5:2 and fill the worksheet.

Students scan the text to find the words presented on Worksheet 5:1 and check their meaning in context.

Worksheet 5:4 A language development exercise on prefixes

Teach the term prefix by writing these words on the blackboard and ask students their meaning:

ante natal

post natal

pre mature

Identify the prefix and teach the term.

Discuss the meaning of these prefixes.

Students complete the worksheet.

MERCY HOSPITAL FOR WOMEN BROCHURE**Level II & III*****Extension***

Visit: Many women's hospitals have an outreach program for ethnic communities and are happy to arrange for a visit by a group of students.

Writing: Such a visit could lead to a group or individual composition. Photos of the group and hospital could provide a stimulus or illustrations.

PHASES OF A WOMAN'S LIFE**Level I**

This topic conveys important health information to women learners. It is also extremely evocative and stimulates expressive writing.

Level I uses a simplified section of an authentic text, presented in original form in Level II.

Worksheet 6:1 A picture to establish the context

Cut up visual of 6 women and distribute one set to each group.

Students sequence in chronological order.

Discuss how we know which women are older.

What body changes occur? Why?

Worksheet 6:2 To match numbers with phases

Students cut up numbers and words and match to appropriate picture of women's ages.

Worksheet 6:3 To match description adjectives with phases

Write on the blackboard *strong, young, tall*.

Ask: Which woman is strong, young and tall?

Students choose appropriate picture.

Elicit adjectives to describe picture of older woman eg. *weak, old, stooped*.

Students complete worksheet.

Students make longer statements about each picture using **and** to join two similar adjectives. eg. She is young **and** tall.

Students make statements contrasting two pictures with **but**: eg. She is old **but** she is young.

Worksheet 6:4 To practise use of **and** to join like adjectives

Students complete.

Worksheet 6:5 To practise use of **but** to join contrasting statements

Students complete.

Worksheet 6:6 A short text about osteoporosis and a matching exercise to test students' ability to make sense of the text

Read the text to the students and discuss it.

Read the text a second time while students follow on an OHP or on the worksheet.

Students read the text aloud around the class and discuss it.

Students complete matching exercise.

Read the recommended daily allowance with the students. Use the visuals to discuss.

PHASES OF A WOMAN'S LIFE**Level I*****Extension***

Writing: Students make sentences extending the use of **but** in statements of contrast eg. 'I am old but I am strong' and extend this into a more descriptive piece.

Use the Language Experience Approach and scribe for students as necessary.

PHASES OF A WOMAN'S LIFE

Level II

This topic conveys important health information to women learners. It is also extremely evocative and stimulates expressive writing.

The text is abridged and adapted from an advertisement in a women's magazine.

Worksheet 6:1 A picture to establish the context

Cut up visual of 6 women and distributes one set to each group.

Students sequence in chronological order.

Discuss how we know which women are older.

What body changes occur? Why?

Elicit words for the phases of woman's life.

Group these on the blackboard under the 3 headings:

YOUNG

MIDDLE AGED

OLD

One group of students offered the following lists:

YOUNG

MIDDLE AGED

OLD

daughter

mother

grandmother

spring

summer

winter

single

married

widowed

childbearing

menopausal

post-menopausal

Worksheet 6:7 To practice understanding and saying dates

Write the following on the blackboard and discuss

Date of Birth

D. O. B.

13. 11. 50

Students practice giving their dates of birth orally in a clear, conventional fashion.

Students cut up and group labels and dates from Worksheet 6:7 into the three categories described on the blackboard.

Worksheet 6:8 The text with comprehension check questions

Students should read the article at least 3 times. The final reading is an opportunity for dictionary work.

Encourage students to predict content from the heading. Contextuate the article by discussing its purpose, ie. "health education". What else could it be? (An advertisement for dairy products...).

Use the worksheet as a reading guide. Students highlight any unknown vocabulary which they cannot work out from the context.

Students use a simple dictionary (*The Macquarie Junior Dictionary*) or a bilingual dictionary to check meanings.

PHASES OF A WOMAN'S LIFE**Level II**

Worksheet 6:9 To practice answering comprehension questions in full sentences. These questions require students to identify answers in the text.

They provide early practice in the composition skills necessary for attempting formal reading comprehensions.

The answers to the questions are not in the same sequence in the text; for example the answer to the first question is found near the end of the passage.

Students work individually.

Give plenty of individual help to make sure their answers are in a full sentence.

Worksheet 6:10 Vocabulary extension exercises

These worksheets could easily be completed as homework after the class.

Students complete the worksheet

Extension

Writing: The class jointly composes a description of 3 women in 3 different phases of life.

This is one example of a text written by one class.

Helen is menopausal. She has a lot of problems. She suffers from hot flushes and headaches. She gets nervous and worries a lot. She worries about her children's future. She decides to see a doctor for some help. The doctor can't help her much because it's life. Helen begins to accept this and relaxes.

Students can complete cloze passages on such a text to revise important lexis.

Students can then write individually about the phase of life they feel they are now in.

Grammar: The picture can be used to teach and practice comparative adjective forms

'The old woman is shorter than the young woman'.

'Younger women are straighter'.

Access/Information: Discussion of menopause can be very therapeutic. Record terms on the board; one class produced:

*hot flushes
headaches
hormone treatment
D & C
hysterectomy
cysts
pap smear
fibroids*

A speaker can be obtained through a local community health centre. The women's hospitals also offer outreach education programs.

PHASES OF A WOMAN'S LIFE**Level III**

For this level, a quite complex newspaper report is presented, which has intrinsic interest for older women ESL/literacy learners.

The paragraphs of the article have been numbered before photocopying to help all the class members focus on the same portion of the text in class discussion.

Preparation

Blow up the headline on Worksheet 6:11 article, "**Bodycare in 30s Eases Menopause**" and present it on an OHP if possible; otherwise on a separate piece of paper. Show the headline to the students.

Write these 2 questions on the OHP or on the blackboard:

What are the key words in this headline?

What do you think the article will be about?

Check the key words *Bodycare* / *30s* / *Menopause* with the students.

Elicit what *Bodycare* might involve: eg. diet; calcium; bones;

Ask what happens to women's bodies in the '*thirties*'.

Check the definition of *menopause*.

Students predict the content of article from the headline.

Ask students to look for these words and ideas when they read the article.

Worksheet 6:11 A newspaper article text

Students read the article through once.

Class discusses the content of the article. This has produced a great deal of valuable discussion in past classes. It maybe appropriate to defer more extensive discussion of students' concerns until the reading exercises (Worksheet 6:11 - 6:14) have been completed.

Worksheet 6:12 To practise extracting the main idea (or gist) from the detail

Students scan the article on Worksheet 6:11 in order to match the key ideas on Worksheet 6:12 to the appropriate paragraph in the article.

Worksheet 6:13 Comprehension questions to elicit summary statements about the changes in women's bodies

Students answer the questions in a complete sentence.

Students change their answers into note form and use them as captions for the pictures, eg.

Mid 30's - Peak Bone Mass.

The answers to the questions provide a summary of the sequence of changes in a women's body. This summary will be used in Worksheet 6:14 to caption a poster designed by the students.

PHASES OF A WOMAN'S LIFE**Level III**

Worksheet 6:14 Questions to focus on the vocabulary and details of the text.

A poster activity to assess students' understanding of the whole topic.

Students need to use a dictionary. Ideally they should use both a English monolingual and a bilingual dictionary because even in translation some of these words are likely to be unfamiliar: for example, knowing the translation for 'genetics' does not explain what 'genetics' is about.

Ask students to locate the following significant lexis that has been highlighted in the text and to use the context and a dictionary to gloss the meanings.

Para 2: *peak bone mass*
genetics
environmental factors

Para 3: *optional*

Para 4: *hormones*

oestrogen
testosterone

Para 8: *indolent*

Para 9: *hormone replacement therapy*
bone loss syndrome

Students answer comprehension questions.

Use exercise 2 on the worksheet to prompt *Poster Activity*.

Ask students to design a poster to inform other women about 'Body Care & Phases of a Woman's Life'.

The visuals and captions from Worksheet 6:13 can be used as a basis for the poster.

The poster needs to contain clear information and should be uncluttered.

The task can be done in groups or individually.

After completion, display in a suitable location.

Extension

General Knowledge: Basic Biology. If students show interest follow up by explaining, reading about and discussing simple principles of heredity and genetics.

Access Information: Approach the local community health centre to provide a guest speaker on this topic. As the dangers and benefits of Hormone Replacement Therapy are matters of some contention, it is important students are exposed to both sides of the argument.

Discussion: Ageing and its social as well as physical consequences: students as caregivers of the elderly or their own experiences as they age. Is 'old age' a disease?

It may be worth introducing older students to the University of the Third Age (contact no: 03 888 1446) and other services available in the community.

LAN IS SICK**Level I**

An example of a teacher written text especially devised for a class with very low oracy and literacy. The text was written to reinforce previously taught items (illnesses, time, medicine labels, shopping.)

The text was produced so that each 'page' was written on half of an A4 side. The pages were folded, collated and stapled together so the final product looked like a real book. Each student had their own copy to take home. The students found it very exciting to read and understand a 'book' in English!

Worksheet 7:1 The text of a simple story book.

The size of the 'book' has been considerably reduced and cut and pasted to fit on one worksheet.

Enlarge so 2 boxes fit on one A4 side and assemble to make a 'book'.

Students follow the text while the teacher reads aloud.

Each student reads a page aloud while the class follows.

Students read again this time silently.

Divide and cut each page into text blocks and pictures.

Students arrange the pictures in order.

Students find and match the text for each picture.

Students sequence the text without the pictures.

Students copy the text into their workbooks.

Extension

Writing: Use these pictures, or others, or the Language Experience Approach to prompt students to write their own texts, perhaps working in groups. These could also be produced as a 'book'.

LANGUAGE BARRIER**Level II & III**

The worksheets are based on some student writing from *Caught in Between*. This illustrated anthology was produced by a creative writing group which developed out of an ESL literacy class. Students identify very strongly with this story and it acts as a powerful stimulus for further writing.

The exercises focus attention on text cohesion. They are modelled on an example in *Developing Reading Skills*.

Preparation

Put the heading **Language Barrier** on the blackboard and elicit any responses.

Discuss students' experiences of not understanding or not being understood in important situations.

Worksheet 8:1 The text

Students read the text. Students may need time to discuss its content at this stage so that they can unload their own concerns and experiences before concentrating on the language.

Worksheet 8:2 To check comprehension of the text

Students match summary sentences to the appropriate paragraph.

Worksheet 8:3 To introduce students to text cohesion by studying pronoun use for referencing in the text

Students cut out the boxes and sequence the story.

Students check the order against the original text on Worksheet 8:1.

Discuss with students how they knew which order to put the paragraphs into. Introduce the idea of **internal reference**.

Ask the students how many characters are in the story and list them on the blackboard like this:

the good doctor

the bad doctor

the child

Bluma

Ask the students to find and circle all the pronouns. Ask them which of the characters they refer to.

LANGUAGE BARRIER**Level II & III**

Worksheet 8:4 To reinforce the use of pronouns in text cohesion

If possible, blow up the text (Worksheet 8:1) and put it on an OHP.

Draw attention to the **reference** words underlined in paras 2-7 of the text.

Go through the text and discuss other nouns or pronouns to which these reference words refer.

Complete the cloze exercise on Worksheet 8:4. Students choose whether to use a noun or appropriate pronoun.

Further exercises on pronoun reference can be found in *Self Access Worksheets*.

Extension

Students can write about their own experiences of a 'language barrier'.

MEDICINE LABELS

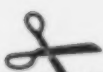
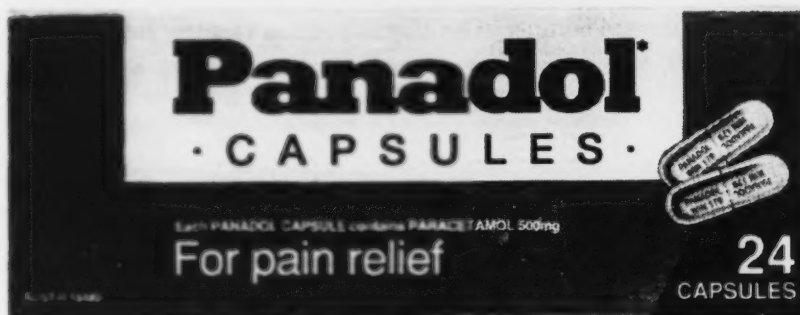
What's the brand name? **Panadol**



What's it for? **For pain relief**

What's in the box? **24 CAPSULES**

MEDICINE LABELS



What's the brand name?

24
CAPSULES

What's it for?

Panadol

What's in the box?

For pain relief

MEDICINE LABELS

CAUTION S2
USE STRICTLY AS DIRECTED
KEEP OUT OF REACH OF CHILDREN

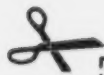
**BUTESIN
PICRATE**
WITH METAPHEN
OINTMENT
BUTYL AMINOHEXANOATE
PICRATE 1% W/W
NITROMERSOL 0.62% W/W
RELIEVES INTENSE PAIN
GUARDS AGAINST INFECTION

**BURNS
SUNBURN
ABRASIONS
& SCALDS**
NET 20g
BURNETT AUSTRALASIA PTY. LTD.
ALLA RD VIC 3000
CAPTAIN COOK DRIVE
MORRISVILLE AUSTRALIA

CAUTION S2
USE STRICTLY AS DIRECTED
KEEP OUT OF REACH OF CHILDREN
PHARMACY-ONLY MEDICINE
Sudafed
Fast relief of sinus and nasal congestion
and sinus pain due to congestion
without drowsiness
30 capsules
Wellcome
PSEUDOEPHEDRINE HYDROCHLORIDE 150mg

Panadol
CAPSULES
Each PANADOL CAPSULE contains PARACETAMOL 500mg
For pain relief
24 CAPSULES
ALIST R 15490

MEDICINE LABELS



BUTESIN[®] PICRATE	Fast relief of sinus and nasal congestion and sinus pain due to congestion without drowsiness
Panadol	BURNS SUNBURN ABRASIONS & SCALDS
Sudafed*	For pain relief

MEDICINE LABELS

What's it for?

Sudafed***Panadol******Butesin Picrate***

pain	burns	sinus congestion

capsule***ointment******Sudafed is a tablet.******Butesin Picrate is an _____.******Panadol is a _____.******tablet******capsule******ointment******cream***

rub on	take

MEDICINE LABELS

Tick (✓) the true sentences.

CAUTION S2

USE STRICTLY AS DIRECTED
KEEP OUT OF REACH OF CHILDREN

**BUTESIN[®]
PICRATE**
WITH METAPHEN[®]

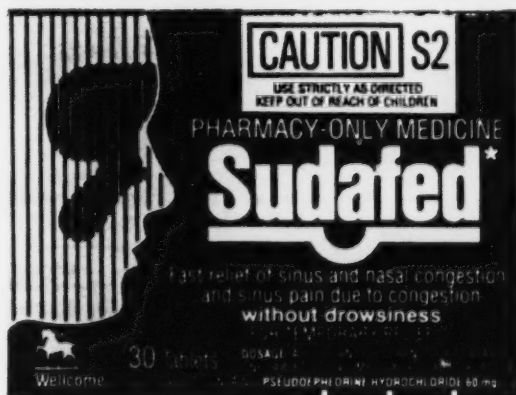
OINTMENT

BUTYL AMINOGENZOATE
PICRATE 1% W/W
NITROMERBOL 0.02% W/W
RELIEVES INTENSE PAIN
GUARDS AGAINST INFECTION

CAUTION S2

USE STRICTLY AS DIRECTED
KEEP OUT OF REACH OF CHILDREN

- ☐ *Only follow the instructions.*
- ☐ *Do not let children play with this.*
- ☐ *Use whenever you want to.*



CAUTION S2

USE STRICTLY AS DIRECTED
KEEP OUT OF REACH OF CHILDREN

- ☐ *This is safe for children to play with.*
- ☐ *Do not let children touch it.*
- ☐ *Do not take more than the directions tell you.*

MEDICINE LABELS

How much do you take?

DOSAGE: 3-4 times daily

Adults and

Children over 12 years 10 mL

Children 6-12 years 5 mL

Children 2-6 years 2.5 mL

Actifed-C.C. is not suitable for the treatment of coughs and congestion in children under 2 years of age.

Fill in the table below with the correct dosages.

Person	Quantity of Medicine
Adult	_____ 10 mL
5 year old	_____ 2.5 mL
10 year old	_____ mL
3 year old	_____ mL
1 year old	_____ mL
26 year old	_____ mL
12 year old	_____ mL

MEDICINE LABELS

Instructions

Match the instructions with the times.

Instructions	Times
1 Take one a day	a 7am 10am 1pm 4pm
2 Take twice a day	b morning night
3 Take three times a day	c 7am 11am 3pm 7pm
4 Take three times daily	d morning or night
5 Take every 3 hours	e breakfast lunch tea
6 Take at 4 hourly intervals	f breakfast lunch tea
7 Take before a meal	
8 Take after a meal	

MEDICINE LABELS

What's the brand name? _____

What's it for? _____



What's in the box? _____

Codral *the brand name*

Pain Relief *what it's for*



what's in the box

MEDICINE LABELS



CAUTION S2

USE STRICTLY AS DIRECTED
KEEP OUT OF REACH OF CHILDREN

**BUTESIN
PICRATE**
WITH METAPHEN
SUSPENSION

BUTYL AMINO BENZOATE
PICRATE 1% W/W
NITROMEROL 0.02% W/W

RELIEVES INTENSE PAIN
SHIELD AGAINST INFECTION



Adults & Children

NET 20g

ABBOTT AUSTRALASIA PTY LTD
454 HUNTER ST
CAPTAIN COOK DRIVE
KUNMILL 2201 AUSTRALIA



Solyptol
antiseptic cream

NET 35g
AUST R 20641

Active ingredients: Benzalkonium Chloride 5 mg/g, Allantoin 2.5 mg/g

Soothes and helps heal abrasions, minor burns and cuts, chapping, chilblains, insect bites, nappy rash, sore lips and sunburn.

MEDICINE LABELS

What relieves....?

upset stomach	indigestion	pain	burns	cuts

How do you use these....?

cream

tablets

medicine

capsules

ointment

apply

or

rub on

take

or

swallow

apply

rub on

take

swallow

_____ the medicine

_____ the tablet

_____ the cream

_____ the ointment

_____ the capsule

163

MEDICINE LABELS

How much do you take?

DOSEAGE: 3-4 times daily
 Adults and Children over 12 years 10 ml
 Children 6-12 years 5 ml
 Children 2-6 years 2.5 ml

Actifed-C.C. is not suitable for the treatment of coughs and congestion in children under 2 years of age.

Fill in the table below with the correct dosages.

Person	Quantity of Medicine
Adult	_____ 10 ml
5 year old	_____ 2.5 ml
10 year old	_____ ml
3 year old	_____ ml
1 year old	_____ ml
26 year old	_____ ml
12 year old	_____ ml

MEDICINE LABELS

Dosages

Match the instructions with the correct times of the day.

Instructions	Times of the day
e.g.1 Take 3 tablets daily.	a 8am, 12pm, 4pm
2 Take 3 tablets a day.	b 7am, 10am, 1pm, 4pm, 7pm
3 Take 3 times daily.	c morning and night
4 Take every 4 hours.	d 7am
5 Take at 3 hourly intervals.	e before breakfast, lunch, dinner
6 Take at 4 hourly intervals.	f 7pm
7 Take twice a day.	g morning or evening
8 Take at breakfast.	h morning, afternoon, evening
9 Take at dinner.	i 7am, 11am, 3pm, 7pm, 11pm
10 Take once daily.	j 8am, 12pm, 6pm
11 Take before meals.	k after breakfast, lunch, dinner
12 Take after meals.	

MEDICINE LABELS

Reading the Packet



Match the beginnings and endings of sentences.

- | | |
|----------------------------|-----------------------------|
| 1. Panadol is a brand name | a. a fever |
| 2. There are 24 | b. be taken for pain relief |
| 3. Panadol can | c. for paracetamol capsules |
| 4. Panadol can reduce | d. capsules in the packet |

MEDICINE LABELS

Reading Instructions

CAUTION S2
USE STRICTLY AS DIRECTED
KEEP OUT OF REACH OF CHILDREN

Panadeine

TRADE MARK

• TABLETS •

Each PANADEINE TABLET contains PARACETAMOL 500mg and CODEINE PHOSPHATE 8mg

For strong pain relief

24
TABLETS

Panadeine

Panadeine

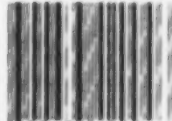
TRADE MARK

For the temporary relief of pain and discomfort associated with headache, migraine, menstruation, rheumatic, muscular and neuralgic conditions, influenza and dental procedures. Reduces fever.

DOSAGE: Adults: One to two tablets (maximum 8 tablets per day); Children: < 12 years: Half to one tablet (maximum 4 tablets per day). Take with water every 3 to 4 hours if necessary.

CAUTION: THIS PREPARATION IS FOR THE RELIEF OF MINOR AND TEMPORARY AILMENTS AND SHOULD BE USED STRICTLY AS DIRECTED. PROLONGED USE WITHOUT MEDICAL SUPERVISION COULD BE HARMFUL. STORE BELOW 30°C. USE ONLY IF FOL. SEAL OVER TABLET IS INTACT.

280183P



9 500673 420046

STERLING HEALTH Division of Sterling Pharmaceuticals Pty Ltd 82 Hughes Avenue, Birmington, Sydney, Australia.

1. What can you take Panadeine for?
2. How many tablets can you take in one dose?
3. How many tablets can you take in one day?
4. How old does a child need to be before taking Panadeine?
5. What does each tablet contain?
6. What do you think **CAUTION** means?
7. When could Panadeine be harmful?

THE MEDICARE LEAFLET

Medical People



1



2



3



4



5



6



a nurse

a dentist

a doctor

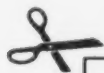
a specialist

an optometrist

a physiotherapist

THE MEDICARE LEAFLET

Medical People



an optometrist

a dentist

a physiotherapist

a doctor

a nurse

*a person who checks your temperature
and your blood pressure in a hospital*

a person who helps you get fit after illness or accident

a person who checks your teeth

169

a person who writes prescriptions if you are sick

a person who checks your eyes

170



THE MEDICARE LEAFLET
Medical People

An optometrist is a person who checks your eyes.

A dentist is _____

A physiotherapist is _____

A doctor _____

A nurse _____

THE MEDICARE LEAFLET

Medical Procedures



1. _____



2. _____



3. _____



4. _____

blood test

eye test

surgery

X-ray

Have you ever had ?

Name	Surgery	an X-ray	a blood test	an eye test
1.				
2.				
3.				
4.				
5.				

THE MEDICARE LEAFLET **Medical Procedures**

you have a broken arm

you are having a baby

you can't see very well

you have appendicitis

1. *You may need an X-ray if*

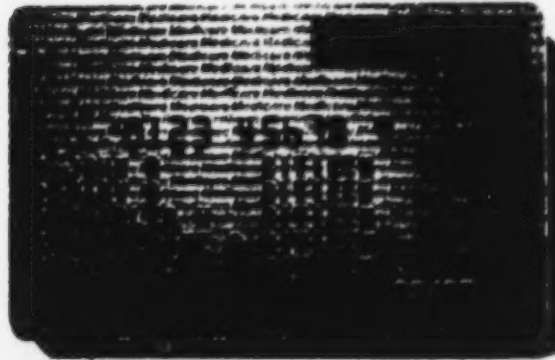
2. *You may need surgery if*

3. *You may need a blood or urine test if*

4. *You may need an eye test if*

THE MEDICARE LEAFLET

1.



2.

Name	Have you been to hospital?	Did you pay?	Was it a public or private hospital?

3.



public

a patient

in hospital

No, it's free

Where is she? _____

Who is she? _____

What kind of hospital is she in? _____

Does she have to pay? _____

THE MEDICARE LEAFLET

1.



Public hospitals
Medicare gives you
free accommodation
and treatment in
public hospitals



Public hospitals
Medicare gives you
free accommodation
and treatment in
public hospitals

2. Do you pay for your bed in a public hospital? _____

Do you pay for the treatment you get in a public hospital? _____

Who pays for your bed and doctor in a public hospital? _____

3.

Public hospitals
Medicare gives _____
free accommodation
_____ treatment _____
public _____

and

you

in

hospitals

THE MEDICARE LEAFLET

Medicare

If you are treated as a Medicare patient in a public hospital all treatment and accommodation is free.

Answer true or false.

1. You must pay for everything in a public hospital. _____
2. Accommodation is free in a public hospital. _____
3. Treatment and accommodation are free in a public hospital. _____

free

patient

public

If you are treated as a
 Medicare _____ in a
 _____ hospital all
 treatment and
 accommodation is _____.

THE MEDICARE LEAFLET

Public and Private Hospitals

Complete the sentences with:

and

but

because

1. I have been to a public _____ a private hospital
2. I prefer a public hospital _____ I don't have to pay.
3. I had all my children in a public hospital, _____ my sister had all of hers in a private hospital.
4. I have always been happy using the public hospitals _____ if I needed an urgent operation I might choose a private one.
5. I always go as a private patient _____ I like to see my own doctor.
6. In a private hospital you pay _____ in a public hospital it is free.

THE MEDICARE LEAFLET

Public and Private Hospitals

Complete the sentences with an adjective:

public**private****urgent****own****happy****free**

1. I have always been _____ to go to a public hospital.
2. She always goes as a _____ patient so she can see her own doctor.
3. I like to have my _____ doctor.
4. You can get free treatment in _____ hospital.
5. She needs an _____ operation.
6. Public hospitals give _____ treatment.

THE MEDICARE LEAFLET

Reconstruct the sentences.

- ① *a private hospital* *I have been to*
and *a public*

I have been to _____

- ② *have to pay* *I prefer* *I don't*
because *a public hospital*

I prefer _____

- ③ *as a private patient* *I like to see*
I always go *because* *my own doctor*

I always go _____

- ④ *it is free* *In a private hospital*
but *in a public hospital* *you pay*

In a private hospital _____

- ⑤ *all my children* *had all of hers* *but* *I had*
my sister *in a private hospital* *in a public hospital*

I had _____

THE MEDICARE LEAFLET

Public or Private

Maria
private hospital
likes a private room



Maria said that she always
goes to a private hospital
because she likes a private room.

Gino
public hospital
likes a large ward.



Gino said that he always
goes to a _____
because he _____

Tan
public hospital
doesn't want to pay



Tan said that _____

Angela
private hospital
likes to have her
own doctor.



THE MEDICARE LEAFLET

Public and Private Hospitals

Finish the letter, explaining to your friend why you chose the hospital you did.

Melbourne Hospital

Ward 6

22.2.93

Dear Anna,

*Thank you so much for the lovely flowers.
They look lovely in my room.*

I decided to come to this hospital because

.....

Royal Women's

Ward 16

22.2.93

Dear Lina,

*Thank you for the beautiful flowers you sent me
when our darling baby daughter was born. I'm really
enjoying the rest in hospital and the company in the ward.*

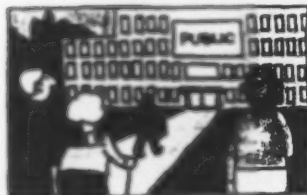
I decided to come to this hospital because . . .

.....

THE MEDICARE LEAFLET

Public and Private Hospitals

1



Public hospitals
Medicare gives you free accommodation and treatment in **public hospitals**.

2



Tell the hospital you want to be treated under Medicare.

3



The **hospital** will choose a doctor to treat you.

4



You won't **need** to pay for the doctor or the accommodation.

5



If you are admitted to a private hospital you are also a private patient and will have to pay for your accommodation.

6



Medicare will **not** pay for the expenses such as theatre fees while you are a **private patient** in any hospital.

7



Other services
Medicare does **not** pay for services such as dentists, physiotherapists, and glasses. Private health funds offer insurance for these services.

THE MEDICARE LEAFLET

Public and Private Hospitals

will ...**will not ...****won't ...**

Fill in the gaps with the following:

will not pay***will give******will help******will have******won't need******will choose***

In a public hospital Medicare _____ you free accommodation and treatment. The hospital _____ a doctor to treat you. You _____ to pay for a doctor or the accommodation.

If you are admitted to a private hospital as a private patient you _____ to pay for your accommodation. Medicare _____ for your accommodation expenses. Private medical insurance schemes _____ pay for these.

THE MEDICARE LEAFLET

Public and Private Hospitals

Situation: Mrs. Tran has just found out that she needs to go to hospital for an operation. It's the first time this has happened to her in Australia. The doctor is explaining the system to her.

Doctor: Now Mrs. Tran, let me explain our hospital system to you. You have two choices. You can either go to a _____

Mrs. Tran: What's the difference between these two?

Doctor: Well, in the public hospital system you _____
_____ but in the _____

Mrs. Tran: I think I'd prefer the public system.

Doctor: Okay, all you have to do is tell the hospital.
The hospital _____
You won't _____

Mrs. Tran: Right. I understand. Thank you.

WINTER HAS ITS FIRE RISKS TOO

Date: _____

Winter has its fire risks too

House fires are the biggest winter threat to lives and property. Each year there are more than 1,000 fire calls to suburban homes, many resulting in loss of life or property.

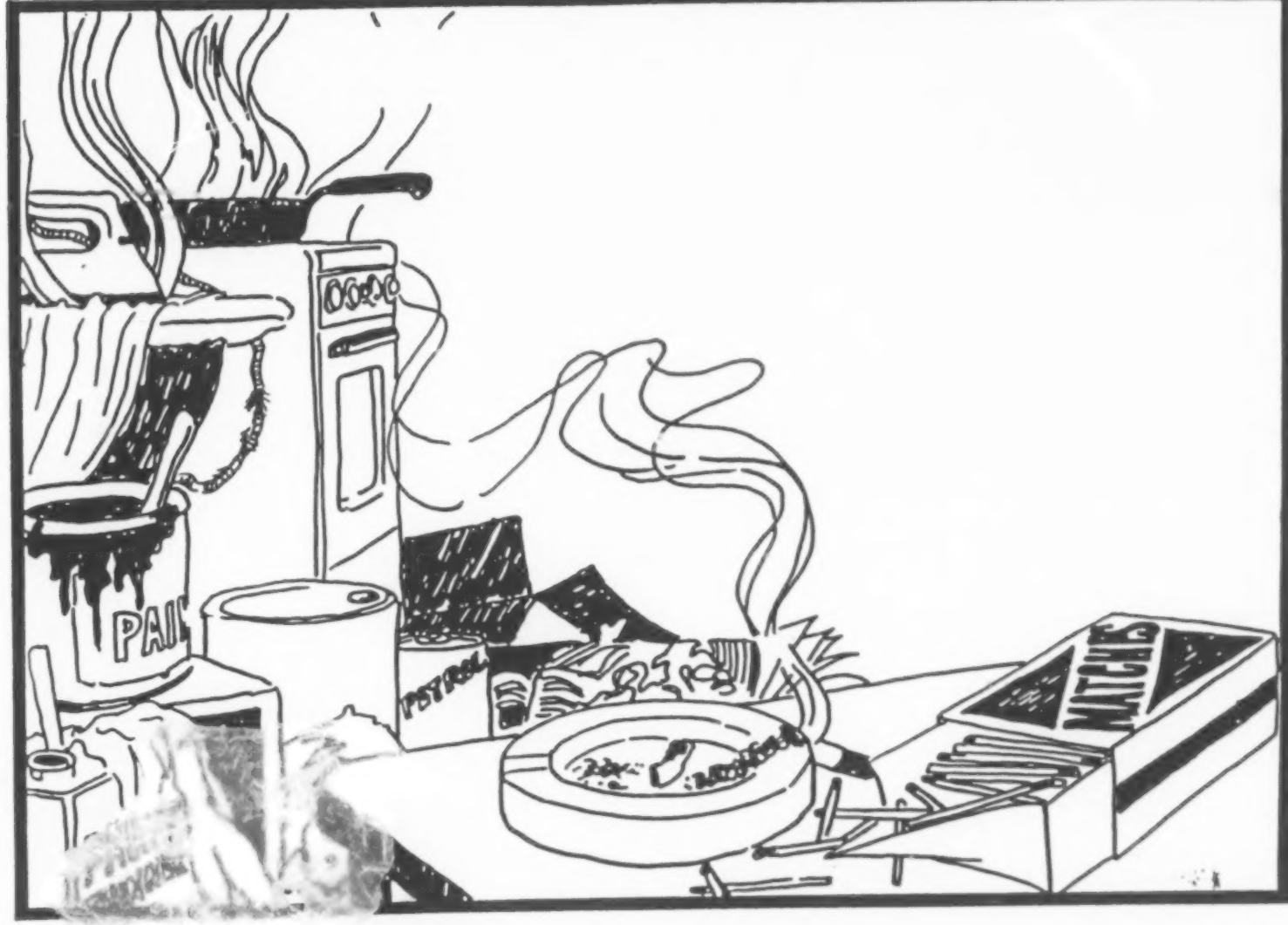
Many home or industrial fires are caused by heater accidents, burning cigarettes, electrical faults, fires in chimneys and old or worn appliances. This year, don't you be a statistic . . . Prevention is better than cure!

N.S.W. (02) 690 1555
VIC. (03) 690 2300
S.A. (08) 46 4023
TAS. (002) 23 2853
W.A. (09) 272 1666
QLD. (07) 52 8977



WINTER HAS ITS FIRE RISKS TOO

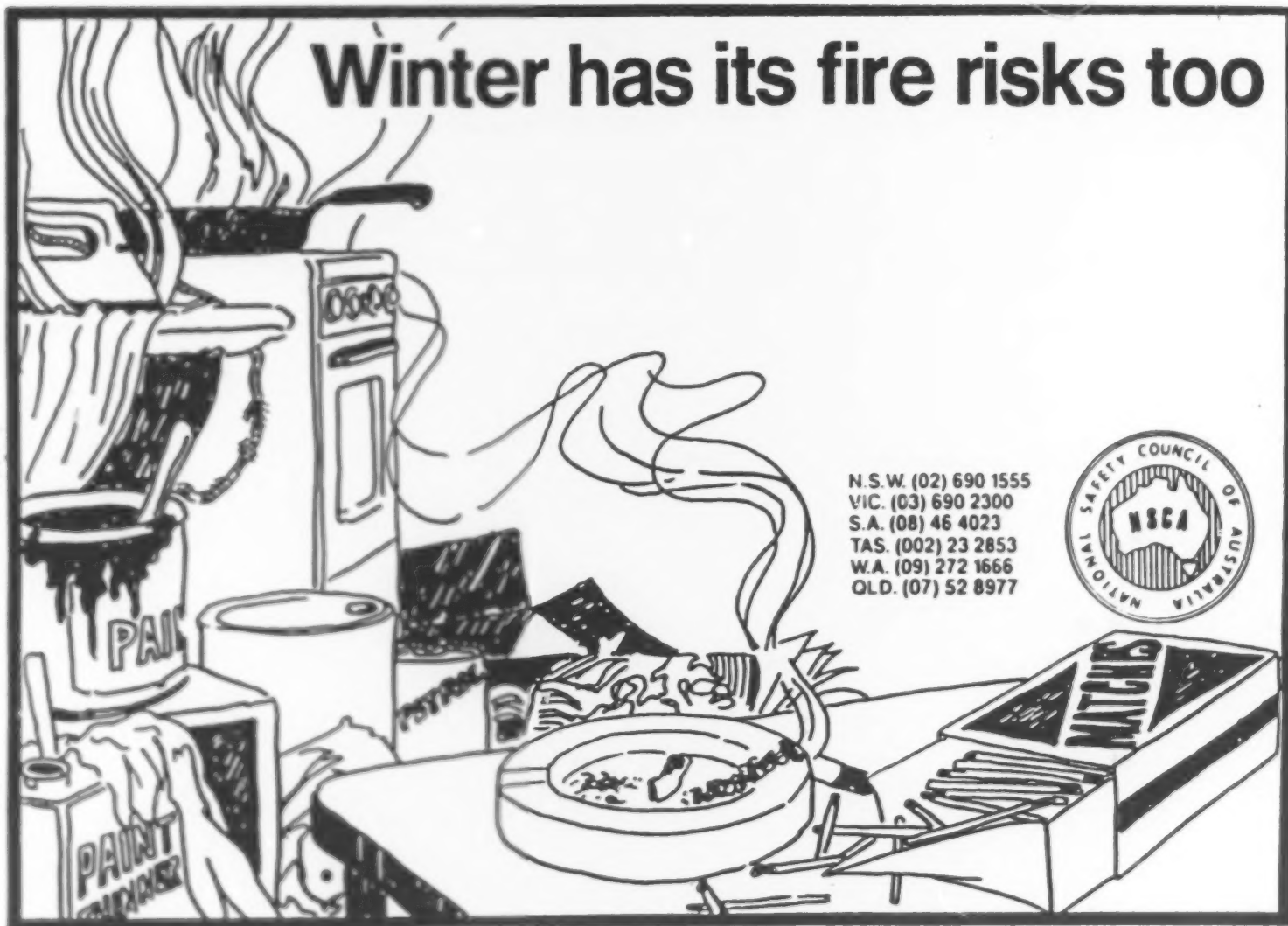
187



188

WINTER HAS ITS FIRE RISKS TOO

Date: -----
190



N.S.W. (02) 690 1555
VIC. (03) 690 2300
S.A. (08) 46 4023
TAS. (002) 23 2853
W.A. (09) 272 1666
QLD. (07) 52 8977

WINTER HAS ITS FIRE RISKS TOO

1. Someone left the iron on



2. A cigarette butt is burning in the ashtray



3. An open box of matches is near the cigarette



4. Hot oil is in the frypan



5. Newspapers are near the stove



6. The paint tin is open



7. The cord from the iron is worn



WINTER HAS ITS FIRE RISKS TOO

1. The iron has been left on.

2. A cigarette butt is burning in the ashtray.

3. An open box of matches is near the cigarette.

4. There is hot oil in the frypan.

5. Inflammable rubbish like newspapers is piled up near the stove.

6. There is a petrol can near the stove.

7. Paint thinner and the paint tin are open.

8. A rag with paint thinner is lying around.

9. The cord from the iron is worn.

WINTER HAS ITS FIRE RISKS TOO



Winter has its fire risks too

House fires are the biggest winter threat to lives and property. Each year there are more than 1,000 fire calls to suburban homes, many resulting in loss of life or property.

Many home or industrial fires are caused by heater accidents, burning cigarettes, electrical faults, fires in chimneys and old or worn appliances. This year, don't you be a statistic... Prevention is better than cure!

N.S.W. (02) 690 1555
VIC. (03) 690 2300
S.A. (08) 46 4023
TAS. (002) 23 2853
W.A. (09) 272 1666
QLD. (07) 52 8977

NATIONAL COUNCIL OF FIRE SAFETY

Read the text and answer the following questions:

- ① What is the biggest winter **threat** to lives and property?

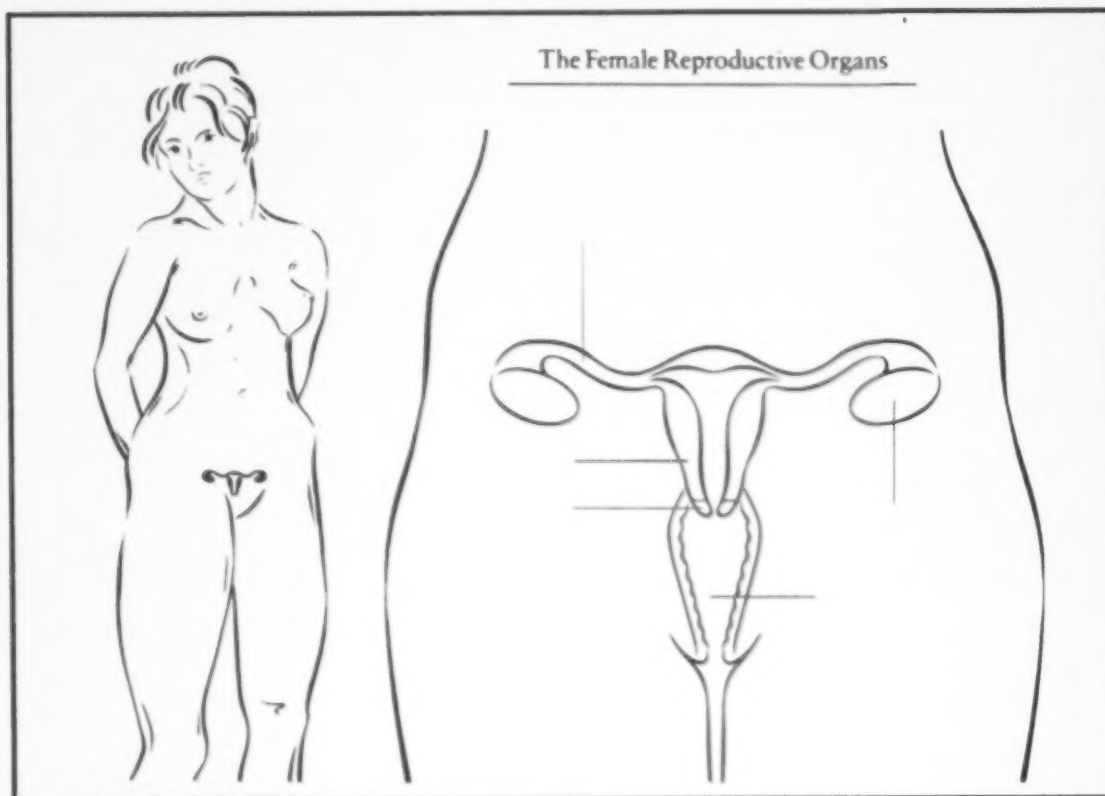
- ② What is another word for **threat**? _____
- ③ What season is mentioned in the advertisement? _____
- ④ What happens each year? _____

- ⑤ What kind of fires do you get in summer? _____
- ⑥ What causes home or industrial fires?
♦ _____ ♦ _____
♦ _____ ♦ _____
♦ _____ ♦ _____

Now discuss how you can prevent fires. Then make notes on a piece of paper.

Your neighbour has just arrived from Sri Lanka. She doesn't know about fire risks in a cold climate. What advice does she need? Write it down so she won't forget it. Use words like "don't".

THE PAP SMEAR BROCHURE



ovary

cervix

uterus

vagina

Fallopian tube

194

THE PAP SMEAR BROCHURE

WHERE IS THE CERVIX?

WHY SHOULD YOU HAVE A PAP TEST?

HOW IS A PAP TEST DONE?

BUT DO I REALLY NEED A PAP TEST?

WHERE IS THE CERVIX?

The cervix is the lower part of the uterus.

WHY SHOULD YOU HAVE A PAP TEST?

A pap test can tell if you have very early signs of cancer of the cervix. If you treat these early signs of cancer, you can prevent cancer of the cervix.

HOW IS A PAP TEST DONE?

It's a simple test that takes a few minutes. It is not an operation.

BUT DO I REALLY NEED A PAP TEST?

Yes. It's very important to have a regular Pap test. It's very important at any age.

THE PAP SMEAR BROCHURE

The Pap test

Tick (✓) the sentences that are true.

You don't need a Pap test if you are over 60.

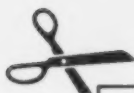
The cervix is the lower part of the uterus.

The Pap test is an operation.

A Pap test will tell you if you have very early signs of cancer of the cervix.

You only need to have a Pap test once.

THE PAP SMEAR BROCHURE



WHERE IS THE CERVIX?

WHY HAVE A PAP TEST?

HOW IS A PAP TEST DONE?

BUT DO I REALLY NEED A PAP TEST?

The cervix is the lower part of the womb. In childbirth, the cervix stretches to allow the baby to pass down into the birth canal (vagina).

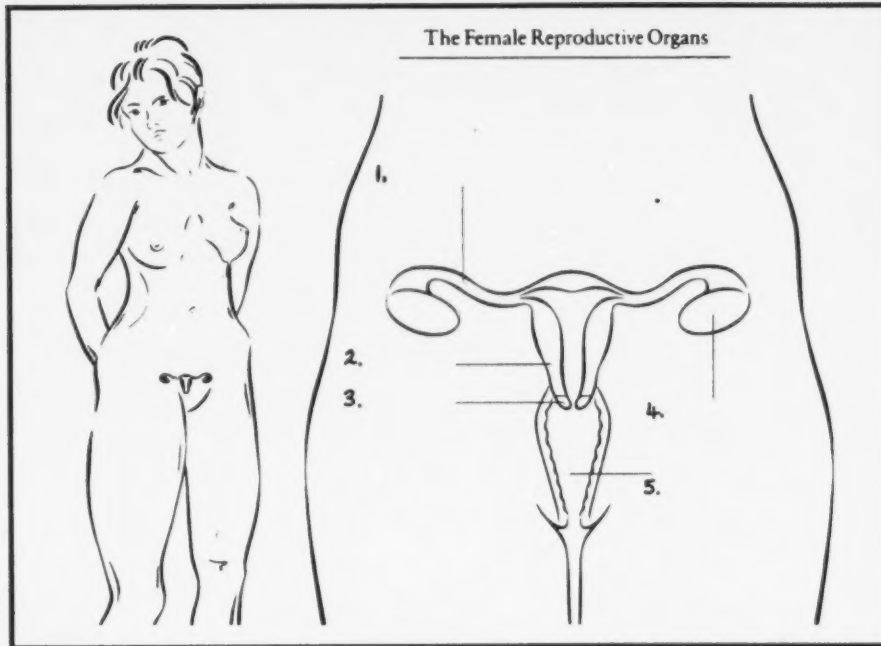
It is a simple test that takes a few minutes. It is not an operation.

That's simple. A Pap test detects very early signs of cancer of the cervix (neck of womb).

The cervix is made up of millions of tiny cells. Some times changes occur and abnormal cells develop. Treatment of these changes guards against cancer of the cervix.

Yes. A Pap test should be a regular part of looking after your health. It's very important at any age. Even if you're over 60, you're still at risk and should have a regular Pap test. You should have a regular Pap test even if you no longer have periods or haven't had sex for many years.

THE PAP SMEAR BROCHURE



cervix

ovary

vagina

uterus

Fallopian tube

- ① WHEN DID YOU LAST HAVE A PAP SMEAR TEST?
- ② WHY HAVE A PAP TEST?
- ③ WHERE IS THE CERVIX?
- ④ HOW IS A PAP TEST DONE?
- ⑤ IS THE PAP TEST PAINFUL?
- ⑥ BUT DO I REALLY NEED A PAP TEST?



THE PAP SMEAR BROCHURE

- a. That's simple. A Pap test detects very early signs of cancer of the cervix (neck of womb).
The cervix is made up of millions of tiny cells. Some times changes occur and abnormal cells develop. Treatment of these changes guards against cancer of the cervix.
Remember, cancer of the cervix could be prevented if every woman had a regular Pap test.
- b. Yes. A Pap test should be a regular part of looking after your health.
It's very important at any age. Even if you're over 60, you're still at risk and should have a regular Pap test. You should have a regular Pap test even if you no longer have periods or haven't had sex for many years.
- c. The cervix is the lower part of the womb. In childbirth, the cervix stretches to allow the baby to pass down into the birth canal (vagina).
- d. It is a simple test that takes a few minutes. It is not an operation.
To take a Pap test, the nurse inserts a special instrument (speculum) into the vagina so that the cervix is easily seen.
The nurse uses a spatula to wipe a small sample of fluid from the cervix.
The fluid is smeared onto a slide and sent away to be tested.
- e. If you are not relaxed it can sometimes feel a little uncomfortable but it isn't painful. Deep breathing will help you relax. There is no need to worry.
- f. If you have never had a Pap smear test (Pap test) or you have not had one for more than two years, you should talk with your nurse about having one.

THE PAP SMEAR BROCHURE

Pap Smear Test

Answer *true* or *false*.

1. The cervix is the lower part of the womb. _____
 2. All women should have a Pap smear twice a year. _____
 3. A Pap smear tests for cancer of the cervix. _____
 4. If a woman is over 60 she doesn't need a Pap smear. _____
 5. All women should have a Pap smear. _____
-

Synonyms

What other words are used for the following?

uterus _____
cervix _____
vagina _____

THE PAP SMEAR BROCHURE**Pap Smear Test**

You: I had my Pap smear done today. It's all over for another year.

Friend: What smear?

You: A Pap smear.

Friend: What's that?

You: It's a test that _____

Friend: Oh, I don't need that. I'm really healthy. Never any pain or trouble.

You: That doesn't matter _____

Friend: But, do I have to go to hospital?

You: No, it's a very simple _____

Friend: But I think I'd feel embarrassed. Who gives you the Pap test?

You: Usually it's a _____

Friend: Will it hurt?

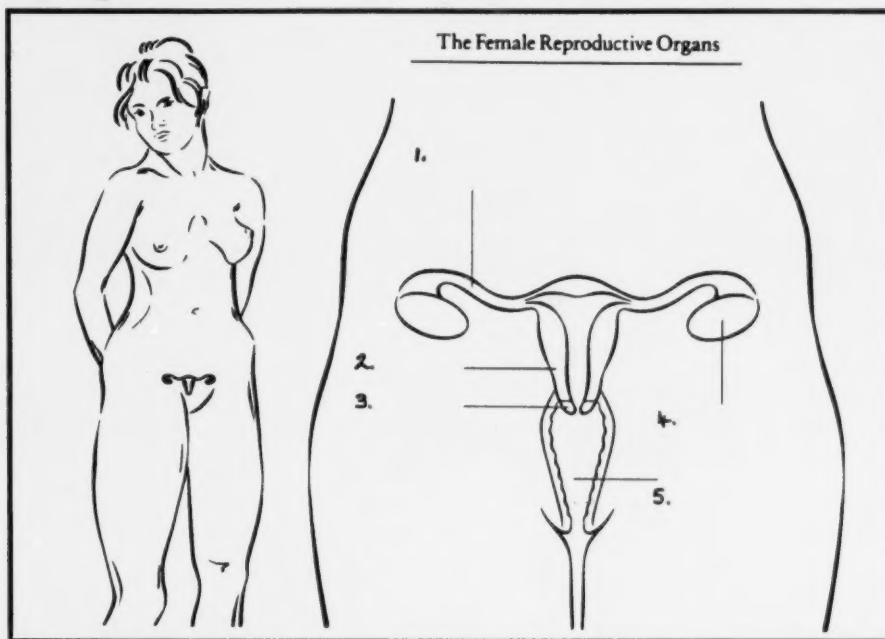
You: No, you just need to relax and _____

Friend: Oh, I don't know! I'm nearly 60, I don't think it concerns me at my age.

You: Yes, it does. All women _____

THE PAP SMEAR BROCHURE

Label the diagram.



cervix

ovary

vagina

uterus

Fallopian tube

- ① WHEN DID YOU LAST HAVE A PAP SMEAR TEST?
- ② WHY HAVE A PAP TEST?
- ③ WHERE IS THE CERVIX?
- ④ HOW IS A PAP TEST DONE?
- ⑤ IS THE PAP TEST PAINFUL?
- ⑥ BUT DO I REALLY NEED A PAP TEST?
- ⑦ BUT DO I REALLY NEED A PAP TEST?
- ⑧ WHAT IF I'VE HAD A HYSTERECTOMY?
- ⑨ WILL I BE EMBARRASSED?
- ⑩ HOW LONG BEFORE I GET THE RESULTS?

THE PAP SMEAR BROCHURE

- a** The results come back to the nurse in about two weeks. Ask your nurse when you should ring for the results.
- b** Some women feel a bit embarrassed. Remember that Pap tests are a simple procedure that your nurse performs every day.
Some women prefer to go to another doctor for their Pap tests. Some prefer a woman doctor or nurse. That's your choice.
- c** You should still have a Pap test. Even in healthy women, these changes in the cervix occur without symptoms or pain. These changes need to be treated before they develop into cancer. The Pap test picks up these changes.
- d** Yes. A Pap test should be a regular part of looking after your health. It's very important at any age. Even if you're over 60, you're still at risk and should have a regular Pap test. You should have a regular Pap test even if you no longer have periods or haven't had sex for many years.
- e** If you are not relaxed it can sometimes feel a little uncomfortable but it isn't painful. Deep breathing will help you relax. There is no need to worry.
- f** It is a simple test that takes a few minutes. It is not an operation.
To take a Pap test, the nurse inserts a special instrument (speculum) into the vagina so that the cervix is easily seen.
The nurse uses a spatula to wipe a small sample of fluid from the cervix.
The fluid is smeared onto a slide and sent away to be tested.
- g** The cervix is the lower part of the womb. In childbirth, the cervix stretches to allow the baby to pass down into the birth canal (vagina).
- h** That's simple. A Pap test detects very early signs of cancer of the cervix (neck of the womb).
The cervix is made up of millions of tiny cells. Sometimes changes occur and abnormal cells develop. Treatment of these changes guards against cancer of the cervix.
Remember, cancer of the cervix could be prevented if every woman had a regular Pap test.
- i** Even if you have had a hysterectomy (removal of the womb), a regular Pap test is sometimes still necessary. Check with your nurse.
- j** If you have never had a Pap smear test (Pap test) or you have not had one for more than two years, you should talk with your nurse about having one.

THE PAP SMEAR BROCHURE

Pap Smear Test

Answer *true* or *false*.

If you answer false, correct the statement.

1. Birth canal is another name for vagina. _____
2. The cervix is the lower part of the womb. _____
3. All women should have a Pap smear twice a year. _____
4. A Pap smear test for cancer of the cervix. _____
5. Only women who suffer pain should have a Pap smear. _____
6. If a woman is over 60 she doesn't need a Pap smear. _____
7. All women should have a Pap smear. _____
8. It takes two weeks to have the test. _____
9. If a woman has had a hysterectomy she does not need a Pap smear. _____

THE PAP SMEAR BROCHURE

WHEN DID YOU LAST HAVE A PAP SMEAR TEST?

If you have never had a Pap smear test (Pap test) or you have not had one for more than two years, you should talk with your nurse about having one.

WHY HAVE A PAP TEST?

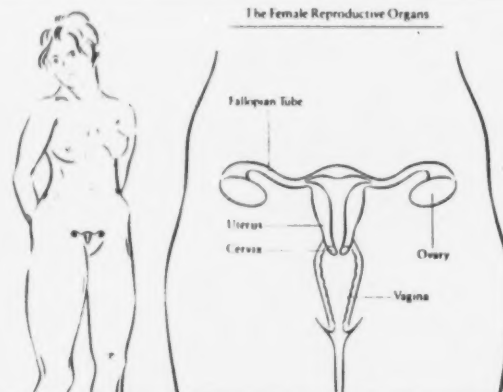
That's simple. A Pap test detects very early signs of cancer of the cervix (neck of the womb).

The cervix is made up of millions of tiny cells. Sometimes changes occur and abnormal cells develop. Treatment of these changes guards against cancer of the cervix.

Remember, cancer of the cervix could be prevented if every woman had a regular Pap test.

BUT I AM HEALTHY.

You should still have a Pap test. Even in healthy women, these changes in the cervix occur without symptoms or pain. These changes need to be treated before they develop into cancer. The Pap test picks up these changes.



WHERE IS THE CERVIX?

The cervix is the lower part of the womb. In childbirth, the cervix stretches to allow the baby to pass down into the birth canal (vagina).

HOW IS A PAP TEST DONE?

It is a simple test that takes a few minutes. It is not an operation.

To take a Pap test, the nurse inserts a special instrument (speculum) into the vagina so that the cervix is easily seen.

The nurse uses a spatula to wipe a small sample of fluid from the cervix. The fluid is smeared onto a slide and sent away to be tested.

IS THE PAP TEST PAINFUL?

If you are not relaxed it can sometimes feel a little uncomfortable but it isn't painful. Deep breathing will help you relax. There is no need to worry.

BUT DO I REALLY NEED A PAP TEST?

Yes. A Pap test should be a regular part of looking after your health.

It's very important at any age. Even if you're over 60, you're still at risk and should have a regular Pap test. You should have a regular Pap test even if you no longer have periods or haven't had sex for many years.

WHAT IF I'VE HAD A HYSTERECTOMY?

Even if you have had a hysterectomy (removal of the womb), a regular Pap test is sometimes still necessary. Check with your nurse.

WILL I BE EMBARRASSED?

Some women feel a bit embarrassed. Remember that Pap tests are a simple procedure that your nurse performs every day.

Some women prefer to go to another doctor for their Pap tests. Some prefer a woman doctor or nurse. That's your choice.

HOW LONG BEFORE I GET THE RESULTS?

The test results come back to the nurse in about two weeks. Ask your nurse when you should ring for the results.

WHAT IF I DON'T HAVE A FAMILY DOCTOR?

If you don't have a family doctor, you can have a Pap test at the nearest Family Planning Clinic.

Some Community Health Centres have doctors or nurses.

PROTECT YOUR HEALTH, HAVE A PAP TEST.

In the vast majority of cases, Pap test results are normal.

For the few women in whom early changes are detected, the treatment is simple and effective.

Remember, cancer of the cervix could be prevented if every woman had a regular Pap test.

So please, look after yourself, arrange a Pap test today.

MERCY HOSPITAL FOR WOMEN BROCHURE**New Vocabulary****People**

obstetrician

expectant mother

midwife

Procedures

smear test

pap smear

internal examination

colposcopy

Pregnancy

confinement

ante natal

lactation

post natal

Illnesses

cancer

diabetes

abnormal cells

Place

intensive care

nursery

paediatric clinic

oncology clinic

MERCY HOSPITAL FOR WOMEN BROCHURE

Health Information and Services for Non-English Speaking Background Women

Look at these paragraph headings and find the answers to the questions.

Page 1 Mercy Hospital for Women

1. Is there an interpreter service at the Mercy?

2. What is the Mercy's address?

3. What public transport can you catch to the Mercy?

Page 2 Obstetric Patients

4. If you are having a baby where can you go for a medical check up?

5. When do you book a bed for your confinement?

Clinics

6. Who do you ask if you want to see a female doctor?

7. When is the Oncology clinic open?

8. When is the Colposcopy clinic open?

9. How often should you have a pap smear?

In January 1989, Mercy Hospital For Women was the first public hospital to set up a Multicultural Service Department.

The Department provides:

- an interpreting service;
- healthcare information and referral service;
- consultation and research into health needs with migrant women's groups;
- a health education promotion program in the woman's own language.

Mercy Hospital For Women

Mercy Hospital For Women is located in Clarendon Street, East Melbourne. It is a free public hospital open to women of all ages and religions.

Public Transport

Tram Route

From Flinders Street - take tram number 28,29,40,41,48,75,76.
Victoria Parade - take tram number 23,24,42,44,45,47.

Bus Route

Hoddle Street - take bus number 246,247,248.
Victoria Parade - take bus number 260,261,264,265,276,277,
278,279,280,281,299.

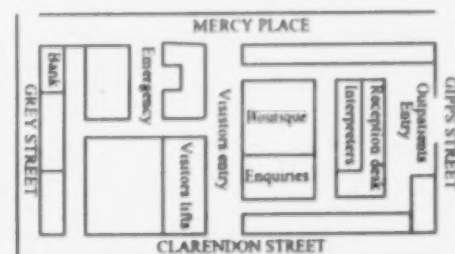
Car Park

Car parking is available at the Mercy Hospital's Car Park in Grey Street. Day rates are advertised at entry. Special rates are available for inpatients.

Ambulance Service

Expectant mothers with transportation problems should consider joining the Ambulance Service in case of emergency. For further information, contact the Ambulance Service on 848 0808.

Ground floor plan of Mercy Hospital For Women



Outpatient Department

BOOKINGS

Private Obstetric Patients

Maternity bookings should be made as early as possible. Private room bookings will be dependent upon availability at the time.

Information is available in literature provided at the time of booking concerning wearing apparel and other items to be brought to hospital when admitted.

A maternity blood group card is required to be brought into hospital by all private obstetric patients.

Public Obstetric Patients

Expectant mothers should make an appointment to attend a clinic at the Outpatient's Department on 270 2666.

Your booking to enter hospital is made at your first visit. It is most important for the well-being of both you and your baby that you attend all your appointments at the Outpatient's Department before confinement.

CLINICS

Clinics for expectant mothers are held in the morning. An appointment is necessary.

Female doctors

Some clinics have female doctors available. If you would like to be seen by one of our female doctors, please ask the nurse at the desk who would try to help you.

In addition, the following special clinics are held:

Monday - 1.30pm

- Endocrine/Infertility clinic - To assist couples who are unable to conceive.

Tuesday - 1.30pm

- Bladder incontinence clinic - To assist women who are unable to control urine flow.

Wednesday - 1.30pm

- Oncology clinic - deals with the follow-up of patients who have had treatment to the cervix.
- Laser clinic - treatment to the cervix where abnormal cells can show the beginning of cancer.

Thursday - morning

- Diabetic clinic for pregnant women who have diabetes.

Thursday - all day

- Colposcopy Clinic - to carry out internal examination in women who have a positive smear test result.

Friday

- Paediatric Clinic - for babies born at Mercy Hospital For Women whose progress needs to be monitored.
- Oncology Clinic - for the treatment of pre and post operative cancer.

Gynaecology Clinic

Important message to women of all ages: Every woman should have a pap smear once a year. This test aims to detect the beginnings of cancer in the cervix (neck of the womb). You should also tell the doctor if you have any abnormal bleeding, infections or discharge.

Gynaecology clinics are held on Monday, Tuesday and Wednesday at 1.45pm. Appointments for all clinics must be made on 270 2266.

Other Services

EMERGENCY DEPARTMENT

24 HOURS SERVICE - TELEPHONE 270 2220 IF YOU NEED URGENT ATTENTION.

Social Work Department

Social work services are offered to both inpatients and outpatients. Services include counselling, referrals, advice about adoption, information regarding pensions and benefits and conduct support groups.

Special Care Nurseries

This is an intensive care unit which is run by highly specialised doctors and nurses who care for babies who are born prematurely or have complications after birth.

Mother-Baby Unit

This unit, which is the first of its kind in a maternity hospital, opened in February 1989 and specialises in the area of postnatal emotional difficulties common among women in the community. It has 8 beds for women and their babies up to 12 months old.

Child Minding Centre

A child minding centre is available for patients attending the hospital between 8.00am - 4.30pm.

Lactation Consultant

Support and specialist assistance is offered to all mothers wishing to breastfeed their infants.

Home Visiting Service

A midwife is available to visit the mother at home following her discharge from hospital.

Pastoral Care

Pastoral care offers care, support and concern to patients and their families on a 24-hour basis irrespective of race, creed, national origin or financial status.

We welcome your views.

Please feel free to comment or make any suggestions arising from your stay in this hospital. You can write to the Multicultural Services Department in English or in your own language.

MERCY HOSPITAL FOR WOMEN BROCHURE

Prefixes

See page 541 of the Macquarie Junior Dictionary

What do these syllables mean at the beginning of a word?

pre _____

post _____

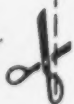
ante _____

Add		Base Word	New Word
pre	+	paid	_____
pre	+	mature	_____
post	+	primary	_____
ante	+	room	_____

Do you know some more words with these prefixes?

_____	_____
_____	_____
_____	_____

PHASES OF A WOMAN'S LIFE



PHASES OF A WOMAN'S LIFE



50

twenty

20

seventy

70

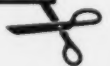
forty

30

fifty

40

thirty



PHASES OF A WOMAN'S LIFE

young

weak

tall

old

stooped

strong



She is _____.

She is _____.

She is _____.

She is _____.

She is _____.

She is _____.

PHASES OF A WOMAN'S LIFE

and



She is tall _____ strong.

She is tall _____ young.

*She is tall, young _____
strong.*

She is _____ and _____ .

She is _____ and _____ .

*She is _____ , _____
and _____ .*

PHASES OF A WOMAN'S LIFE



but

She is tall, _____ she is stooped.

She is young, _____ she is old.

She is strong, _____ she is weak.

She is _____, but she is stooped.

She is young, but she is _____.

She is _____, but she is weak.

PHASES OF A WOMAN'S LIFE

Most women never even hear of osteoporosis until it's too late.

One in four women will develop osteoporosis in later life. Their bones will get smaller and their posture will become stooped. Their bones become weaker and more likely to break. Hip fractures are especially common.

This can start as early as age 20. But often women don't realise until it is too late.

It is important to build strong bones when you are young. You should increase your daily intake of calcium by drinking enough milk (up to 3 glasses per day) or eating cheese..

The Recommendation:

800 mg of milk

= 

1,300 mg of milk

= 

1,500 mg of milk

= 



Match the beginning and end of these sentences to make true sentences:

Their bones

will become stooped

Their posture

become weaker

Their bones

enough cheese and milk

You should eat and drink

will get smaller

PHASES OF A WOMAN'S LIFE



6.7.70

2.5.40

9.10.60

21.6.30

15.4.50

25.7.20

child bearing

menopausal

post menopausal



PHASES OF A WOMAN'S LIFE

You are going to read an article about osteoporosis. First check you understand these important words. Match the definition to the word:

calcium	to become bad or worse than before
a deficiency	a soft white metal found in teeth and bones
menopause	a time in a woman's life when her monthly periods stop
oestrogen	a lack of an important element in a woman's diet
degeneration	female hormone

Now read the text below. Read as quickly as possible.

Most women never even hear of osteoporosis until it's too late.

- ① Recent medical studies show that four in five women consume less calcium than they should. A deficiency that can start as early as age 20.
- ② It is estimated that one in four women will develop osteoporosis in later life. Generally, their bones become smaller, resulting in shrunken height and stooped posture (known as 'Dowager's Hump').
- ③ Their bones become brittle and porous, making them weaker and more prone to fracture.
- ④ In some cases, just standing up could cause a bone fracture. Hip fractures are the most common.
- ⑤ Since women have less bone mass than men, the problem is more common in females, particularly following menopause, when oestrogen levels decrease and the rate of degeneration increases. Osteoporosis will become more widespread in the future as the life expectancy of women continues to rise. The average life span for Australian women in 1985 was 79 years, compared to 76 in 1983 and 63 in 1921.

- ⑥ Unfortunately, the bone loss process can start as early as age 20 if your diet is lacking in calcium. But it normally isn't recognised until you reach an advanced age. And once women reach 60 and over, 25% will experience fractures.
- ⑦ Osteoporosis cannot be cured. However, there is something you can do now, as early as age 20, to build strong bones and to help prevent the development of bone disease in later years. Increase your daily intake of calcium.
- ⑧ You doubtless know that milk and cheese are the best food sources of calcium. In order to get enough calcium this way, you would have to drink about 3 glasses of milk every day.

The Recommended Daily Allowance:
Adults 800mg, Pregnant/Lactating Women 1300mg.
Post Menopausal Women 1500mg.

Now write true (T) or false (F) next to these statements:

1. Most women consume enough calcium ☐
2. 'Dowagers Hump' refers to an older woman's stooped posture. ☐
3. When bones become brittle they are likely to fracture. ☐
4. Arm fractures are the most common fractures in old ladies. ☐
5. Women live longer than they did sixty years ago. ☐
6. Many 25 year olds experience fractures. ☐
7. Osteoporosis is curable. ☐
8. You should drink more than 3 glasses of milk each day. ☐

PHASES OF A WOMAN'S LIFE

Most women never even hear of osteoporosis until it's too late.

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The Recommended Daily Allowance:
 Adults 800mg, Pregnant/Lactating Women 1300mg.
 Post Menopausal Women 1500mg.

Now read the text again carefully.

Can you find the answers to these questions? Answer in a full sentence.

1. Why does the body need calcium? _____

2. What happens to women who have osteoporosis? _____

3. Why do older women have osteoporosis more than men? _____

4. How can you prevent osteoporosis? _____

PHASES OF A WOMAN'S LIFE

Vocabulary Exercises

1. Match the two groups of words to make a word group that has a particular meaning:

studies	bone	mass	oestrogen	life	span	age
----------------	-------------	-------------	------------------	-------------	-------------	------------

_____ fracture	medical _____
life _____	bone _____
_____ level	expectancy _____
advanced _____	

2. Match the synonyms:

fracture	a day	prone to	need	consume
-----------------	--------------	-----------------	-------------	----------------

break = _____	eat = _____
daily = _____	likely to = _____
require = _____	

3. Word families - can you fill in the gaps?

noun	adjective	verb
_____	_____	to consume
_____	_____	to fracture
requirement	_____	_____
_____	convenient	_____

4. Can you fill in the gaps with an appropriate word?

Because modern diets are often low in _____ foods such as milk, many young _____ may never reach their optimal peak _____ mass. These women face trouble when ovarian activity stops, that is at _____.

PHASES OF A WOMAN'S LIFE

Body-care in 30s eases menopause

By JENNY BROWN

1. **I**T might seem strange for a woman to start thinking about menopause while still in her mid-30s but gynaecological endocrinologist Susan Davis says if more younger women were aware of the management of their bodies in those years, they would face less of the common problems that beset menopausal women in their 50s and 60s.

2. A specialist consultant at the menopause clinics at Prince Henry's and Epworth hospitals, Dr Davis wants women to think about their bones when they are 35; when they are at their peak bone mass. The amount of bone achieved at maturity (peak bone mass) is dependent on genetics and environmental factors.

3. Because modern diets are often low in calcium foods such as dairy products, many young women may never reach their optimal peak bone mass. And these women face particular trouble at the cessation of ovarian activity — at menopause.

4. One of the many functions of the hormone oestrogen in the female body is as a bone builder. When the ovaries fade at 50 or so, says Susan Davis, females begin to lose bone mass. Within five years they will probably lose about five per cent of their bone mass and in the first two years this can be extremely rapid.

5. Because men do not negotiate a menopause and maintain high levels of testosterone (also a bone builder) in the bloodstream throughout life they do not face this particular loss pattern. A man of 70, she says, has the same level of testosterone in his blood as a man of 20.

6. Fundamental to prevention of this problem for a woman, she urges, is to maintain a good calcium intake of at least one gram a day. Studies show the average American woman consumes about 550 milligrams. Another preventive measure is regular exercise.

7. "Above and beyond everything," says Dr Davis, "weight-bearing exercises like jogging or walking three or four days a week not only prevent



Dr Susan Davis: advocates hormone replacement.

bone loss but positively promote bone formation."

8. The Austin Hospital has conducted tests that show athletic women in their 60s have the same bone mass as women before menopause. Dr Davis suggests that the traditional reason why women after 35 stop building bone is that they tended, in the past, to become more indolent.

9. After exercise and adequate calcium intake, Dr Davis advocates hormone replacement therapy. By taking oestrogen tablets, or the application of patches or implants, the bone loss syndrome and, to a certain extent, heart disease problems, can be delayed.

10. She is concerned that a great deal of confusing information has been inadvertently disseminated by the media, giving women the wrong impression that they may face breast or uterine cancer by having oestrogen replacement. In her practice, she says, she sees "a lot of women are running scared. They're frightened of what they've read".

11. Dr Davis advocates hormone replacement as one of the chief preventive measures against heart disease in women. In pre-menopausal women, heart disease is significantly lower than for men of the same age. After menopause, women catch up. Dr Davis says oestrogen lowers total cholesterol levels in the blood and can have a blood pressure-lowering effect.

BEST COPY AVAILABLE

PHASES OF A WOMAN'S LIFE

Body-care in 30s eases menopause

Match these key ideas with the appropriate paragraph from the story "Body-care in 30s eases menopause":

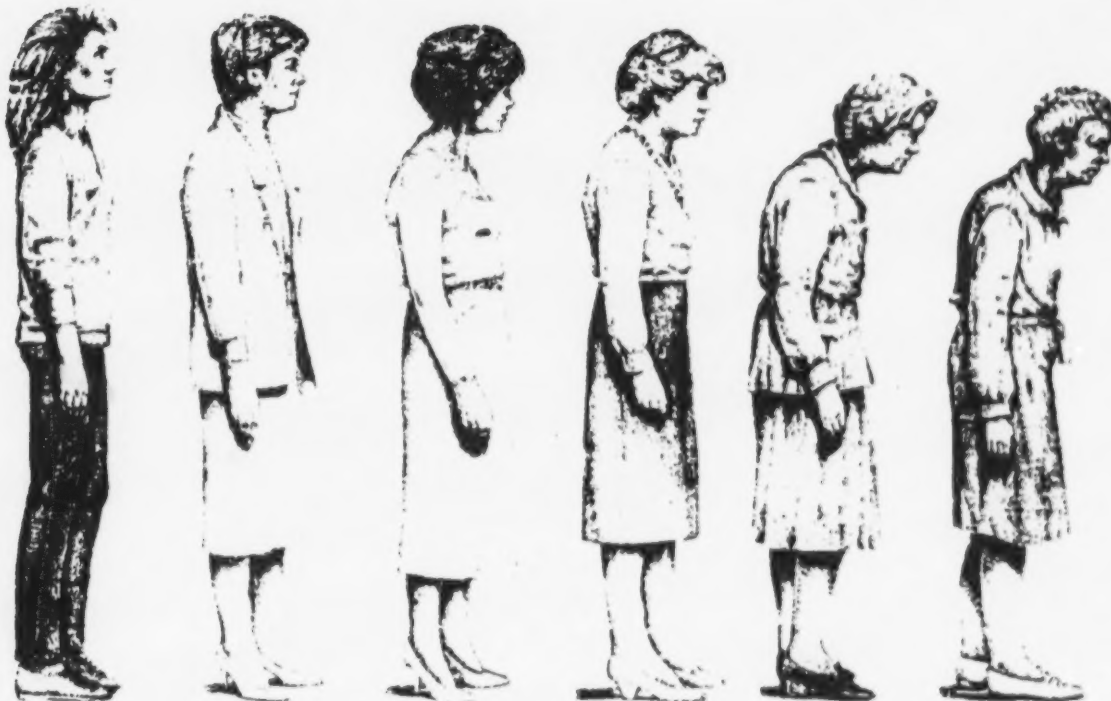
Key idea	Paragraph no.
a. the importance of exercise for bone formation.	☐
b. the reason why men don't suffer loss of bone mass.	☐
c. the effect of modern diets on bone mass.	☐
d. misunderstandings women have about hormone replacement.	☐
e. the daily requirement of calcium.	☐
f. the evidence that exercise helps the problem of loss of bone mass.	☐
g. the necessity of women caring for their bodies while they are still young.	☐
h. the effect hormone replacement therapy can have.	☐
i. what determines bone mass.	☐
j. what can be done if exercise and calcium intake is not enough.	☐
k. what happens at the onset of menopause.	☐

PHASES OF A WOMAN'S LIFE

Body-care in 30s eases menopause

1. Read these questions. Find the answers in the article.
 - a. What happens to a woman when she's about 35?
 - b. What happens to a woman when she's about 50?
 - c. What happens to a woman by age 55?

2. Use the information from the answers to number 1 and make captions for these pictures.



PHASES OF A WOMAN'S LIFE

Body-care in 30s eases menopause

① Read the article again and answer the questions on a piece of paper.

1. What type of specialist is Dr Susan Davis?
2. What determines a person's peak bone mass?
3. Why do many young women not reach their optimal peak bone mass?
4. What is the female hormone mentioned?
5. What is its function?
6. Why do men differ from women in regard to bone mass?
7. What is the recommended intake of calcium per day for a woman?
8. What forms of exercise are recommended?
9. When does Dr. Davis recommend that a woman receive hormone therapy?
10. What is a common misunderstanding women have about hormone treatment?
11. What are the positive effects hormone replacement can have on a woman's health?

② Spread the Word!

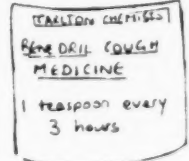
You have been asked to draw a poster for a Community Health Centre telling women about this topic. Make a poster using the visuals and captions on Worksheet 6:13.

ISS 225

LAN IS SICK

Lan Is Sick  ①	She has a cough and a headache.  ②	COMMUNITY HEALTH CENTRE  She goes to the doctor ③	 She goes at 1 o'clock. ④
---	---	---	--

 She waits till 3 o'clock ⑤	 She's very tired. ⑥	 The doctor gives Lan a prescription for some cough medicine. ⑦	She goes to the chemist.  ⑧
---	--	---	---

'How much is this medicine?' asks Lan 'It's seven dollars' says the chemist 'Here you are' says Lan 'Thank you' 'Goodbye' says the chemist  ⑨	The label on the medicine says  ⑩	Lan goes to bed for 2 days  ⑪	 Then she's OK. ⑫
---	--	--	--

LANGUAGE BARRIER

LANGUAGE BARRIER

- ① Looking at the problems migrants face in a new country, an episode I experienced some thirty-two years back comes to my mind. I was in Australia for two and a half years. So far I had no chance of learning English, except for a few hours at night classes. At this time we were penniless. I had to work hard...I was expecting my first child. At my workplace I had an opportunity to learn any language except English. We were all newcomers.
- ② When our son started walking, I noticed some irregularity; knowing very little about growing children and having no family to consult, I decided to see a specialist. I worried how I would understand him but having no choice, I went with my child on the day of the appointment.
- ③ Sitting in the waiting room I had a very funny feeling and was racking my brains for ways to express my concern. After what seemed a very long time, my name was called.
- ④ Behind the desk sat a man in his middle fifties. He was very serious. He said something I could not understand. He got up and took my son with a jerk to the examining table. Without uttering a word, he examined the child. He and his nurse did nothing to make me understand any further. He told me that we had to put my son in a sort of machine.
- ⑤ I started shaking all over and could not utter a single word. The nurse gave me a letter, helped dress the child and led me to the door. Outside I broke down and started crying spasmodically; someone helped be board the tram. Not being able to stop crying, I finally arrived home. My neighbour found out about the problem. She made an appointment for me at the 'Children's Hospital'. I handed the letter to the doctor.
- ⑥ He had a very relaxed and pleasant appearance. After reading the letter with a smile on his face (which relaxed me immediately), he helped me undress my son and played with him while examining him. After the examination he went to the trouble of explaining through drawing, what the sickness was. Later he took me to a room where a group of toddlers were exercising, and assured me that there was not much to worry about.
- ⑦ All that happened in 1952. At this time ethnic groups did not exist; there was no place that we could seek help. Since that episode, I often think how hard it is to live in a country not knowing the language, and how hard it is going through the day....
- ⑧ But most distressing; people in the professions being so thoughtless. With a little understanding, they could have saved lots of discomfort and worry.

Bluma Wajser

LANGUAGE BARRIER

Match these summary sentences with the appropriate paragraph from the story "Language Barrier":

Summary sentence	Paragraph no.
a. The doctor was pleasant and explained her son's illness.	☐
b. Bluma noticed her son was not walking properly.	☐
c. Bluma did not have a chance to learn English and she was working and pregnant.	☐
d. There were few groups and places for migrants to go to seek help.	☐
e. Bluma was worried about talking to the doctor.	☐
f. The neighbour helped Bluma and made another doctor's appointment.	☐
g. The doctor did not talk or explain the child's illness.	☐
h. Bluma thinks that professionals should be helpful and thoughtful.	☐

LANGUAGE BARRIER

Cut out the boxes and put them into the correct order.



He had a very relaxed and pleasant appearance. After reading the letter with a smile on his face (which relaxed me immediately), he helped me undress my son and played with him while examining him. After the examination he went to the trouble of explaining through drawing, what the sickness was. Later he took me to a room where a group of toddlers were exercising, and assured me that there was not much to worry about.

All that happened in 1952. At this time ethnic groups did not exist; there was no place that we could seek help. Since that episode, I often think how hard it is to live in a country not knowing the language, and how hard it is going through the day....

Bluma Wajser

Sitting in the waiting room I had a very funny feeling and was racking my brains for ways to express my concern. After what seemed a very long time, my name was called.

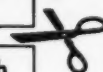
I started shaking all over and could not utter a single word. The nurse gave me a letter, helped dress the child and led me to the door. Outside I broke down and started crying spasmodically; someone helped be board the tram. Not being able to stop crying, I finally arrived home. My neighbour found out about the problem. She made an appointment for me at the 'Children's Hospital'. I handed the letter to the doctor.

Looking at the problems migrants face in a new country, an episode I experienced some thirty-two years back comes to my mind. I was in Australia for two and a half years. So far I had no chance of learning English, except for a few hours at night classes. At this time we were penniless. I had to work hard...I was expecting my first child. At my workplace I had an opportunity to learn any language except English. We were all newcomers.

When our son started walking, I noticed some irregularity; knowing very little about growing children and haveing no family to consult, I decided to see a specialist. I worried how I would understand him but having no choice, I went with my child on the day of the appointment.

Behind the desk sat a man in his middle fifties. He was very serious. He said something I could not understand. He got up and took my son with a jerk to the examining table. Without uttering a word, he examined the child. He and his nurse did nothing to make me understand any further. He told me that we had to put my son in a sort of machine.

But most distressing: people in the professions being so thoughtless. With a little understanding, they could have saved lots of discomfort and worry.



LANGUAGE BARRIER

Complete the following using either nouns or pronouns.

Bluma did not have a chance to learn English properly as _____ was working and pregnant.

_____ noticed _____ was not walking properly.

_____ was worried about talking to _____.

_____ made an appointment. _____ was one and a half hours late and _____ did not talk to _____ or explain _____ illness. _____ went home crying.

_____ helped and _____ made another doctor's appointment.

_____ was pleasant and explained _____ illness.

_____ thinks professionals should be helpful and thoughtful.

A Time to Learn

**A resource for teachers of bilingual
literacy learners.**

Units 1 & 2

Past Experiences & Health

These resources have been collected from Victorian teachers of ESL, ESL Literacy and Literacy to Adults. They have been reproduced with accompanying methodological notes to assist and stimulate other workers teaching adult immigrant literacy learners.

This first volume contains the first 2 units, as well as an introduction to theory and curriculum in ESL Literacy, list and indexes of language items, skills, and text types. The second volume contains 2 more units and a glossary.

Edited by Miriam Faine, Barbara Smith & Louise Tinney.
Produced by the Migrant Women's Learning Centre at Northern Metropolitan
College of TAFE.